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ABSTRACT

The purpose of the Grand Rapids Educational Park project is to develop the best possible working model of an area center located in downtown Grand Rapids, which would offer specialized courses for junior and senior students residing in the Grand Rapids metropolitan area. This report documents a 3-year pilot project, from the summer of 1968 through the 1970-71 school year, in which some juniors and seniors from public and nonpublic schools were transported to facilities in the central downtown areas for special courses under the umbrella of an Educational Park. The courses taught in the Educational Park met one or more of three criteria: (1) the course carried such low enrollment that it could not be offered at the base school, (2) the course facilities were too expensive to be available at all schools, and (3) the course required teachers whose skills and training were in short supply. A school for pregnant teenagers also operated within this program. The report includes data on students' perceptions of the effect on their academic and social lives of attending these classes; the perceptions of the faculty of the effects on students; the actual effects on participation in cocurricular activities of students; and perceptions held by parents of the effects on their children. (MLF)

ED 070201

FINAL REPORT

PLANNING AND OPERATION

OF AN

EDUCATIONAL PARK

JULY 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Grand Rapids Public Schools

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So many people were involved throughout the formative period of the project that it is difficult to name them without the risk of omitting someone. However, the following list is as complete as possible. Names not on the list are not intentionally omitted.

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Dr. Jay Pylman, deceased, Superintendent of Schools
Dr. Norman Weinheimer, Superintendent of Schools, 1968 - March, 1971

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Dr. Raymond Boozer, Assistant Superintendent of Schools
Robert Stark, Director, Secondary Schools
Milton Miller, Director, Plant Planning
Wallace Norgrove, Director, Special Programs.

The many high school administrators who gave their time unselfishly to the development of the Educational Park concept.

Those students willing to be pioneers in the project and whose thoughtful evaluations helped build a vital program.

Those teachers whose vision and dedication has left and continues to leave a permanent impression on Grand Rapids education.

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INTRODUCTION

The Educational Park in Grand Rapids is a story of people with deep concerns for others. They were staff members charged with the search for solutions to problems, citizens who gave their time and effort in studying problems and suggesting solutions, and Board of Education members who spent endless hours studying and giving direction to staff members.

Grand Rapids' application of the Educational Park concept is unique to this city. It is our judgement after three years that there is no such thing as THE Educational Park. Unless it is structured to serve a set of conditions that are present at a given time and place, the Educational Park is only a gimmick. The Educational Park curriculum must be under constant review if it is to remain responsive to the needs of students and the community.

Staffing of the Educational Park may be the most important single task in the administration of the program. It is superior teaching and highly motivated students that can thrive and succeed in such an educational setting.

It is difficult to predict where the Grand Rapids Educational Park goes from here. That is probably the way it should be, for situations change and we expect the Park to be responsive to those changes. An enrollment that started with less than 500 students in 1968 has now grown to over 2,200. Some courses have

grown to the point where it was more practical to return them to the base high schools. We now know that it costs less per student in the Park than it does at the base high school. We are also aware that not all students can cope with the freedom and responsibility inherent in such a program.

However, whatever direction this concept may take in the future, secondary education in Grand Rapids will never be quite the same. There is no doubt but that superior teaching, experimentation, and innovative courses have left their mark on the high school experiences of our young people.

Dr. C. Robert Muth
Acting Superintendent of Schools
June 17, 1970

CHAPTER I

It is difficult to chronicle the Educational Park in Grand Rapids without touching on many other facets of both the school and the community. The Educational Park had neither an independent nor quick history.

There was really no specific date that could be picked as being the starting date of the idea. Rather, it was through a process of evolution that started early in the 1963-64 school year. The late Dr. Jay Pylman, Superintendent of Schools, received a report from a selected group of school personnel who had been appointed in 1961 to study the needs of inner city school children.[1] Using the comparison technique, the committee examined scores of (1) Intelligence Tests, (2) Reading Readiness Tests, (3) Diagnostic Reading Tests, (4) Stanford Achievement Tests, and (5) Iowa Tests from twelve inner city schools and a comparable grouping of schools in the more advantaged areas of the city. In all instances children from the core city ranked significantly lower than their more advantaged peers. The committee also spoke clearly on the social and personal disadvantages occurring to the core city youngsters.

This committee made a number of recommendations, but

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[1] The Elementary Principals Study Group on Education of Culturally Disadvantaged Children, (Grand Rapids Public Schools Master Plan), Appendix I.

most pertinent to the evolution of the Educational Park idea were these four:

1. Plan ways to extend the cultural experiences of these children. For example, invite persons from the museum, art gallery, symphony and other cultural organizations to participate in the educational program of these students.

2. Lower the pupil-teacher ratio.

3. Provide for more individual assistance to the student.

4. Make available busses to transport these pupils on educational trips.

During 1964 a coordinating committee was organized under the Director of Secondary Schools for the Grand Rapids Board of Education to study a plan of action for culturally disadvantaged and economically deprived children. This widened the scope of the group being studied to include the secondary students. This committee found the same common characteristics as were reported in the 1963 study and concurred with their recommendations. They also added some of their own:[1]

1. Develop an increased program of socialization experiences.

2. Expand curricular offerings.

3. Increase the specialist staff.

4. Provide an adult literacy program.

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[1] Planning and Pilot Activities for Development of an Educational Park, (Initial Application: Grand Rapids Board of Education) Part II, p. 3.

Progress continued and proposals were developed. With the passage and funding of the Elementary and Secondary Education Act in 1965, Grand Rapids was ready. Through the E.S.E.A. and in cooperation with the Community Action Agency, the following programs were funded and are still in operation:[1]

1. Employment of 100 teacher aides within the inner city.
2. Sixteen instructional specialists were added.
3. Pre-kindergarten classes were organized.
4. Three junior high instructional consultants were added.
5. The non-graded primary cycle was instituted in selected schools.
6. An in-service training program for 500 teachers of the disadvantaged was organized.
7. A summer school for 1,400 inner city students was instituted.

During 1965 Drs. Donald Leu and John McNicholas, Jr. of Michigan State University, were commissioned to conduct a study of secondary facilities in the Grand Rapids Public Schools. They reported their findings in August, 1966 with a report entitled, "Planning for the Future." Found on pages 172 and 173 of this report is the first reference to the Educational Park. It was discussed as one alternative to be explored in solving secondary

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[1] Planning and Pilot Activities for Development of an Educational Park, (Initial Application: Grand Rapids Board of Education) Part II, p. 3.

education housing problems. Advantages and disadvantages were discussed, and the concept rejected for many reasons. The concept of the Educational Park as perceived by Leu and McNicholas would bring together some 4,000 eleventh and twelfth grade students at a central location in relationship to Grand Rapids Junior College and Central High School. This number along with some 5,000 junior college students would constitute a student body of considerable size on a restricted site. However, the seed of an idea had been planted.

While the secondary facility study was being conducted, still another study was underway that was to have some influence on the Educational Park in Grand Rapids. In November of 1965 the Grand Rapids Board of Education created and appointed a fifty-two-man citizen's committee and charged it with the responsibility to study racial imbalance in the Grand Rapids Public School system. The Grand Rapids Board of Education also asked for recommendations.

On June 13, 1966, after six months of arduous study, the committee of fifty-two reported to the Grand Rapids Board of Education. Their findings were that defacto segregation did exist, and that it had increased significantly between 1950 and 1965. In their recommendations they urged the Board of Education to exercise leadership in the effort to achieve a truly integrated community. They further urged the board to institute pilot programs making use of a variety of techniques and school

organizations to further integration. However, no specifics were mentioned. The Educational Park was not mentioned as such, but it was recommended "that central campus school situations be explored firmly by the board and administrators."[1]

Still another step in the evolution of the Educational Park involves the city government. As early as 1962 the City of Grand Rapids had developed a master plan for systematic and orderly growth. Board of Education planners were important contributors to the city master plan. Subsequently the board planning staff was active in developing urban renewal projects, neighborhood facilities projects and demonstration cities projects. Prior to this the city and school district had worked out a school-park plan that had received national awards. Under this plan city playgrounds were built adjacent to schools or school sites with the costs being shared by the Grand Rapids City Commission and the Grand Rapids Board of Education.

In 1965 the City Commission appointed a Cultural Development Committee. This committee was drawn from the Board of Education, Park Congregational Church, Saint Cecilia Society, Art Museum, Public Museum, Civic Theatre, Women's City Club, The Grand Rapids Symphony Society, and several members chosen at-large from the Community. Their charge was to promote develop-

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[1]The Final Report of the Committee Studying Racial Imbalance in the Grand Rapids Public School System. June, 1966, p. 14.

ment of a Grand Rapids Cultural Park Urban Renewal project area which would include Grand Rapids Junior College.

This they did with a plan that was anchored on the east by Central High School, the west by the West Building of the Grand Rapids Junior College, the north by Lyon Street and the south by Fountain Street with some aspects of the project extending beyond Fountain Street.

With the Leu-McNicholas report coming only three months after the report of the Committee on Racial Imbalance, the board requested Dr. Leu to do a comparative analysis of the two reports. Dr. Leu presented this to the Board of Education in November of 1966 in a publication entitled, Comparative Analysis of Two Studies: Racial Imbalance in the Grand Rapids Public School System and Planning for the Future Grand Rapids Secondary School Needs. In this analysis Dr. Leu pointed out that what he and Dr. McNicholas called the Educational Park and rejected was essentially the same thing the citizens committee had called the Central Campus School.

With the background of board participation with the city government in urban renewal projects, the impact of both the citizens' committee report and the Leu-McNicholas report, the Educational Park idea took on added significance. The Grand Rapids Board of Education, the State Department of Education Title III Office, and Michigan State University co-sponsored a conference at Michigan State University on December 9 and 10,

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1966. This conference was to explore the use of the Educational Park nationally. Following this conference it was determined that a pilot study should be initiated in Grand Rapids.

A proposal for a three year pilot study was submitted to the United States Department of Health, Education and Welfare under Title III of the Elementary and Secondary Education Act in January, 1967. This proposal was rejected but it was suggested that it be revised and resubmitted in July, 1967.

Following resubmission came the inevitable wait for word of approval or rejection and funding if approved. Following notification of funding from the United States Office of Education in February, 1968, the Grand Rapids Board of Education approved the appointment of the Educational Park staff at its regular March meeting. The Director was Dr. Charles Grove who came to Grand Rapids directly from his doctoral program at Ohio State University. He had seven years of previous experience in the public schools of Ohio. Mr. Elmo Wierenga, the Assistant Director, had been with the Grand Rapids Public Schools as a teacher and principal for many years. Mr. Harvey Ribbens, who was appointed Curriculum Coordinator, had previous experience as an administrator in the Christian Schools of Grand Rapids. The Research Coordinator, Mr. Gordon Williams, had spent the past eleven years as superintendent of schools in a Grand Rapids suburban school district.

All of the appointees had either contractual or educa-

tional commitments that made full-time staffing of the Educational Park office impossible until July 1, 1968.

In its final approved form, the Educational Park program consisted of this very simple format. Some juniors and seniors from the public and non-public schools were transported to programs under the umbrella of the Educational Park. The programs taught in the central downtown area were located at Central High School, East, West and Main Grand Rapids Junior College buildings, the Art Gallery, and Davenport College (a private business college). Specialized facilities existed at Union High School for graphic arts and electronics and at Turner School for auto mechanics. For these three programs, students were transported away from the central city area.

Courses selected to be taught in the Educational Park met one or more of three criteria defined in the project that were generally:

1. The course carried such low enrollment that it could not be offered at the base school.
2. Facilities were too expensive to be available at all schools.
3. The course required teachers whose skills and training were in short supply.

Having established the criteria for course selection, a committee consisting of the four high school principals, the Director of Secondary Instruction, and the Educational Park staff met and selected those courses that would be included in

the first year of operation.

The commitment to be innovative was also an ingredient in course selection. However, the innovation went beyond mere course selection. It impacted curriculum development, methodology, and the rules and regulations under which students and teachers functioned. More detailed discussion of the innovative aspects of the project will be made a part of the appropriate sections of this narrative.

As a further condition of the grant, an advisory board was appointed to assist in policy and operational decision-making. To secure the broadest possible base of interest and cooperation, the advisory board consisted of the following members: Director of Secondary Education, Grand Rapids Public Schools; Assistant Superintendent for Instruction, Grand Rapids Public Schools; Director of Plant Planning, Grand Rapids Public Schools; Director of Special Programs, Grand Rapids Public Schools; Dean, Grand Rapids Junior College, Grand Rapids Public Schools; Superintendent of Schools, Wyoming Public Schools; Superintendent of Schools, East Grand Rapids Public Schools; Secondary Principal, West Catholic; Educational Park Staff, Grand Rapids Public Schools; and Superintendent of Schools, Grand Rapids Christian Schools.

This group was most helpful in providing the guidance and good judgment necessary to get this program off the ground.

CHAPTER II

SUMMER PROGRAM 1968

The top priority task facing the Educational Park staff was to get the name "Educational Park" visible to the general public and the high school student bodies. Everyone concerned with the development of the program was convinced that both long-range and immediate success was dependent on this visibility. Only April and May remained of the 1967-68 school year to get the job done.

Because of the fact that all of the Educational Park staff appointees had commitments that had to be honored, planning sessions had to be held at times that could be spared from other responsibilities. It was not always possible for all staff members to be at each meeting. Still a summer program seemed to be the best way to gain the desired visibility.

Using weekends and evenings, plus an occasional two or three hour session during the day, the staff did some very concentrated planning. It was decided that a limited summer program would be made available to all Kent county 11th and 12th grade high school students. Since the project was being totally funded through Title III funds, no tuition charges could be made to non-resident students.

A list of 30 possible courses that could be offered during the summer was circulated by the Educational Park staff to each

public and non-public high school counseling office in the county. Counselors were requested to seek enrollment from their student bodies. The course requests were then tabulated, and the final decision was made to offer the following ten courses on the basis of student requests.

Auto Mechanics
Aviation Fundamentals
Ceramics
Commercial Art
Creative Writing
Dramatics
Key Punch Operator
Office Practice
Photography
Urban Problems

The student had the option of taking the course for one Carnegie unit of credit or just for experience. The enrollment data showed 148 enrolled from public and non-public schools all over the county.

113 - (75.7%)	Completed their course for credit.
21 - (14.8%)	Dropped for unstated reasons.
14 - (9.5%)	Were either late enrollees or failed to meet time or course requirements. However, they were in the program when it ended.

Several of the characteristics of this first summer program are worth mentioning. Attendance was neither required nor kept. The student was expected to know his own capabilities and limitations and to govern his coming and going accordingly. Team teaching with two, three and five member teams was tried and evaluated. Larger blocks of time per day were available over a

shorter period of time, and teachers had complete freedom to plan with students. In the case of the urban problems course, the class moved about the city, and actively participated in the life of the community and its agencies. The creative writing team along with their students created a course outline, and used many of their own materials to embellish the program.

The program offered during the first summer of operation told the Park staff that given high interest courses, competent teachers, and highly motivated students, the system had all of the ingredients for a successful experience. It further indicated that the student would give up his vacation time, provide his own transportation, and generally undergo more inconvenience than he would for the usual school program.

The acceptance of the program was enthusiastic from the beginning. Classes started July 1, 1968, and on Sunday, July 14, 1968, the Grand Rapids Press featured the start of the Educational Park. Some excerpts from the article point up the tone of the Press.

> "With a minimum of fanfare, the Grand Rapids Educational Park project began on an experimental basis last week with a ten course offering involving about 170 students ...
>
> Despite its inauspicious beginning the ... project may set the pattern for Grand Rapids education for the next 20 years."

Before the summer ended Educational Park programs had been reported four more times, the final article written by a

youth reporter for the Youth Page of the Sunday Edition of the Grand Rapids Press.

At the end of the summer session parents', students', and teachers' reactions to the experience were solicited. The responses were uniformly enthusiastic. When students were asked if they would recommend such an experience to others, everyone said, "yes."

Parental reactions were solicited from parents of all students who completed their course for credit. The request was mailed with a stamped, self-addressed return envelope enclosed. Three questions were asked that could be answered on the same sheet.

The responses were supportive beyond anything that might have been expected. The parents not only answered the questions asked, but made some very sound suggestions for future planning.

In the main, the supportive comments centered among superior teaching, more informal approach to learning, and use of the longer module of time.

The one negative response was not an objection to the program. This parent responded to question three by writing, "I feel that taxpayers should not be asked to pay for a program like this. As far as we could see, the only students taking advantage of these courses are children of parents who could afford to pay for courses they wanted their children to

take. The underpriveleged didn't take advantage of it - they don't want it. I think it is a waste of taxpayers' money and should not be continued."

This parental comment may or may not be true. The Educational Park staff had no such information on the advantages or disadvantages present in the homes of those who participated. However, several other parents responded with gratitude indicating that the summer experience was one their child could not otherwise have afforded. In another instance a father took the time to telephone and report that his son had been able to secure employment because of the summer course in auto mechanics.

Teacher responses were equally enthusiastic. The Educational Park staff solicited teacher responses to an open-ended questionnaire. This instrument was used at this time to encourage the teacher to express their likes and dislikes in their own words rather than a check-list type of opinionnaire. Because responses were most pertinent to the development of the Educational Park, they are made a part of this chapter.

Item 1 - <u>What prompted you to teach in this program this summer instead of doing something else?</u>

"The prospect of a teaching position which would afford professional growth and continued experience ... was very attractive indeed."

"The nature of the program attracted me very much, I believe there is something challenging about helping to initiate a new program."

"Because it was a new challenge with possible innovations."

"I decided on the Educational Park program because of its philosophy."

"I am interested in the Park program and feel that I have enough experience to make a worthwhile contribution to its evolvement."

"I enjoy working in an informal atmosphere with a small number of students."

"The challenge of innovation."

"I found it to be a most rewarding experience."

Item 2 - Did you feel free to experiment with your group in both content and methodology?

"I felt very free to experiment with my class and did so."

"In my opinion, there appeared to be some bias against reading and the use of written materials."

"The real strength of the program would seem to be in that it was possible to involve the class in a wide range of stimulating activities, visits and experiences."

"Very much so."

"I felt very free to experiment - I could structure my own program. It was an ideal teaching situation."

"Yes, a valuable aspect of the program."

"Yes, we tried various field trips, filmstrips, films, records, etc."

"Complete freedom."

Item 2b - What significant innovations did you undertake that you felt were successful?

"I told my students that they had to have 60 hours to get their credit, and that I would be available to them every day from 8:00 to 12:00. They were to sign in and out on the chart I had prepared for them. -- I had each student working in his or her interest area."

"The discovery of the resources available in this area."

"Outside speakers, field trips to publishing houses, field trip to the Press."

"Intensified six hour - five day - six week business course."

"Individual office visitations."

"Flexible student planned curriculum keyed to individual needs and interests."

"Simulated office projects."

"It provided me an opportunity to use some material which was introduced to me at a Composition NDEA Institute."

"Many tours and much informality because of small groups. We learned by doing."

"Tour by bus of inner-city. Visits to police and circut courts. Class conducted a community opinion survey. The use of video-taped TV presentations."

Item 2c - What did you try that was unsuccessful?

"Outdated films in terms of costume, models of autos, etc. seemed to leave the students a little cold."

"This class was much too lax as to the required end result."

"Shorthand, could not cover."

"I didn't actually try anything that was unsuccessful."

"In my eyes nothing. In the students eyes--?"

"I feel that all we tried was successful."

"The students should be more equal as to background preparation before they attempt a class named _____."

Item 2d - What of your experience this summer has significance for all classroom practice? Please be specific.

"Significant for general educational practice, was the constant attempt to work with students in terms of their interests."

"The emphasis upon direct experiences."

"A student can do more meaningful work in this modular or block of time."

"Small classes - the student has a chance to become a person and accomplish something to and for himself."

"Subject scheduling must be flexible."

"Significant for all classroom practice, more involvement, actual experience along with theory."

"A relaxed classroom atmosphere is conducive to learning."

"Speakers."

"More student participation in planning if classes are small in this type of specialized course."

Item 2e - Did you detect any attitude changes on the part of your students?

Item 2f - Please make any general or specific comments on your experience this summer that you care to make.

"I never had an attendance problem - no discipline problems."

"Our facilities left something to be desired. Better access to duplicating facilities and materials would be helpful."

"In my opinion, discipline overall was too lax."

"This is the most pleasant teaching experience I have ever had--this program gives the teacher a feeling of being a part of something."

"Relaxed and informal, yet very interested."

"Our learning by doing afforded many opportunities for self-expression and leadership in an atmosphere of informality."

"Students who were serious showed improvment not only academically but socially."

"Working with a team was a valuable experience."

"Provided an atmosphere where I felt I could function as a true educator."

"I think the team should be smaller."

"Yes, students became more relaxed and verbal."

"Students had good attitude toward hard work."

"More interest in the realities of the business world."

"More commitment to vocational choice."

"Not all students are quite mature enough to simulate an actual, office-like situation all of the time."

"This program gives the teacher the feeling of being a part of something, not just a cog in a big machine."

"This is the most pleasant teaching experience I have ever had."

"Everyone worked and accomplished something for the time they spent in the classroom."

CHAPTER III

1969-70 SCHOOL YEAR

Early in February, 1969 the Educational Park staff met with the four high school principals and the Director of Secondary Education. At this time the decisions were made relative to the courses that would be included in the Educational Park for the 1969-70 school year. The entire course of studies for the Grand Rapids Public Schools was looked at to see if it would fit into one of the following three categories: (1) existing Educational Park programs to be continued, (2) existing secondary programs to be transferred to the Educational Park, (3) new programs. Sixty-two different courses were selected to make up the Educational Park program for 1969-70.

Under the existing Educational Park programs to be continued were the following:

Advanced Placement English
Advanced Placement Mathematics
Advanced Placement Physics
Aviation Fundamentals
Distributive Education
Housing-Interior Design
Vocational Auto Mechanics
Vocational Electricity
Vocational Foods
Vocational Graphic Arts
Vocational Machine Shop
Vocational Welding
Shoe Repair
Stenography-Typing

Existing secondary programs which were placed under the umbrellas of the Educational Park were:

Advanced Clothing-Tailoring
Advanced Placement Biology
Advanced Placement Chemistry
Advanced Placement European History
Advanced Placement United States History
Black History
Business English
Business Law
Ceramics
Commercial Art
Computer Mathematics
Geography
Honors Mathematics
Latin American History
Math IV
Music Theory & Harmony
Non-Western World
Painting-Drawing
Physics
Print Making
Sculpture
Textile Designs
Weaving
World Literature

A short description of new programs that were to be added to the curriculum were as follows: Dramatics; a full year course in theater history, contemporary theater, makeup, theater management, lighting, staging, and acting. This course was offered in cooperation with the Civic Theater. Creative Writing; a course designed to develop skills in various types of original writing. This course was an outgrowth of the summer experience in 1968. Cultural Anthropology; a course for high school seniors interested in studying primitive cultures. The course would attempt to develop an awareness of and a sensitivity to cultural differences. Social Problems; a study of local urban problems using the community as a laboratory. The location of the

Educational Park to the downtown area made this ideal to study business, manufacturing, ghetto areas, etc. Psychology; a course designed to help students understand the role of psychology in the individual. Photography; a course in the technique of taking pictures for school publications, hobbies, or pre-vocational interests (this course did not fill). Chinese; a basic language course of an eastern Asian country (this course did not fill). Swahili; an opportunity for interested high school students to study an African language and culture. Russian; an introductory study to the Russian language. Industrial Math; a mathematics course designed as related work in industrial-vocational education. Home Nursing; a course designed to provide basic knowledge of simple home care procedures not involving medical procedures.

The following courses are new but are self-explanatory by title:

French III, & IV
German III
Home Economics for Boys
Latin III, & IV
Spanish III, & IV

Having made the decision as to the courses to be included in the Educational Park, course descriptions were distributed to all juniors and seniors through their counselors at the base high schools. Pre-enrollment activities were carried on in the base high schools on approximately February 15, 1969. By March five the Educational Park staff was aware that there would be some

2,800 course elections for the 1969-70 school year. It was acknowledged that some of these would drop off for many reasons, but it was also expected that there would be a substantial number of non-public enrollments that would come later in the summer and would partially offset the losses.

The number of students electing Educational Park courses exceeded the wildest expectations. It was obvious that the summer of 1969 would be a busy one for the Educational Park staff. Finding qualified and exciting teachers to staff these sixty-two programs was a job of major proportion. In addition, to the staffing needs, the physics laboratory and the distributive education laboratory had to be completed.

Each high school had its own distributive education program, but none had a distributive education laboratory. During the summer and early fall of 1969 a very fine laboratory was developed in the East Building of Grand Rapids Junior College. For the first time in the history of the distributive education program in Grand Rapids it was now possible to have the young people experiment with such things as advertising, merchandising, marketing, and other skills that go along with the wholesale and retail business community.

Earlier in this narrative reference was made to the search for facilities. The unexpectedly large number of student elections made it even more critical. Furthermore, if the Educa-

tional Park as a centralized operation was to be properly tested, it had to be done now. During 1968 we had tested dispersion and found that it would work. Now it was necessary to test centralization.

Facilities

In anticipation of the 1969-70 enrollments, a room utilization study which covered the Grand Rapids Junior College complex and Central High School was done during the later part of the 1968-69 school year. It was on the basis of this study that a series of meetings was held with the administration of Grand Rapids Junior College, and the principal and assistant principal of Central High School.

This may be the appropriate time to pay tribute to the administrative staffs of these two institutions. Without their help and willingness to provide the facilities in spite of inconveniences, the Educational Park would never have become a reality. It was no small task to fit an additional 200 to 300 students into facilities that were already taxed to near capacity, every hour of the day.

Under these circumstances it was inevitable that not always would the Educational Park have the kinds of facilities that would be most desirable. This may not have been all bad. Because it was necessary to improvise and be innovative to compensate for the inadequacies of facilities in some instances, programs took on real meaning and the quality of teaching in many

instances was superb.

The central area that comprised the composed cultural-educational complex was boardered on the west by Grand Rapids Junior College, on the east by Central High School (five blocks away), on the south by Fountain Street, and on the north by Lyon Street. Walking distance from one distance to the other was approximately ten minutes. Within this complex was the Grand Rapids Junior College Main and East Buildings, and Central High School. Immediately adjacent to it on the south was Davenport Business College and the Grand Rapids Art Gallery. The Art Gallery is being referred to at this point in the narrative because it will play a part in the 1970-71 school year report.

The main junior college building housed the following special programs: Machine shop, vocational foods, and welding. In addition, ten classrooms were made available at varying times throughout the day. The Educational Park classes were scheduled to fit into unused junior college time.

At the west junior college building the advanced stenography-typing classes were scheduled into the junior college steno lab facilities at unused times of the day. Fortunately there was sufficient flexibility in developing Educational Park schedules that it was possible to make use of junior college facilities during such times.

At the east junior college building the distributive education laboratory was developed. This is an older building

within the cultural-educational complex and has a more limited use. It was possible to develop a more permanent type of facility that could be at the disposal of the Educational Park all day. Physics and vocational shoe repair were two of the programs requiring special facilities that were held at Central High School. The other program was boys home economics. Seven additional classrooms from Central High School and the East Building of Grand Rapids Junior College were committed to Educational Park usage on either a full or part-time basis. Some minor remodeling was necessary in order to make this work.

To establish the rational for leaving three programs at locations that were not centralized, it is necessary to report that in June of 1968 Kent County voted to come under a county-wide vocational-technical program. The facilities that would ultimately house these programs would be built and operated by the Kent County Intermediate School District. It would have been sending good money after bad to have developed additional facilities within the city school system at this point in time. Hence, both electronics and graphic arts were taught at Union High School where excellent facilities for both programs existed. Students were bussed from the three remaining high schools to a central location and then disbursed to Union High School. Turner School lies at a point that is roughly midway between the central downtown Educational Park and Union High School. The manpower training program that had been operating at the Turner auto shop

was being phased out because of lack of funds, and the shop became available to the Educational Park for the entire day. The shop proved to be inadequate because of the heavy student demand for auto mechanics. It was necessary to assign quotas to each of the high schools, both public and non-public, and do a very severe job of screening candidates for auto mechanics.

With all but three of the Educational Park courses now being located within an area of five square blocks, it was possible during the 1969-70 school year to test transportation to a central location over a long period of time and with approximately 1,500 students. Planning for such an operation occupied a good deal of staff time during the summer of 1969. When school opened in September of 1969 the Educational Park was prepared to cope with the logistics.

Transportation worked. At no time were students inconvenienced by faulty bus schedules. It was still true that it took two hours to get one hours credit, but the 1969-70 school year proved transportation feasible beyond any doubt.

1969-70 was also the year when the Park staff planned to carry out its research committments.

In cooperation with the secondary school administrative staff, certain areas were defined to be researched. They were as follows:

1. To study the perceptions of high school students of the social and academic effects of attending Educa-

tional Park classes held at Grand Rapids Junior College.

2. To study the perceptions of parents on the social and academic effects of attending the Educational Park.

3. To study the perceptions of teachers, principals and counselors on the academic and social effects of high school students attending the Educational Park.

4. To study the effects of attending the Educational Park on participation in co-curricular activities of the base school.

5. To study the reasons for dropping Educational Park courses between enrollment and the start of school.

6. To keep a constant check on the academic performance of Educational Park students.

A seventh proposal that was felt to be very important was to study the effect on the attitudes and performance of junior college students when they had to share their facilities with high school students. That study was never made. For reasons unclear to the Educational Park staff, permission to conduct the study was denied in the form it was presented. To have conducted the study in the "watered down" form suggested would have been a waste of student and professional time, and would have proven nothing.

All studies are reported in full in Chapter VI with the exception of the academic performance data. There was no significant change in the academic performance of Educational Park students to June 1971. The cumulative grade point average stayed between 2.65 and 2.75 over a two year span of time and involved approximately 3,500 students. This was approximately .25 grade

point above the base school performance of the same students. The method of computing remained constant as is reported in Chapter IV.

During the 1969-70 school year occasional criticism was heard from some base school teachers who felt threatened by the Educational Park. The charges were made that the Educational Park teachers were using grades as bait to get enrollments, and to make themselves look good. It is appropriate to report here an unscheduled study made by the research coordinator at the close of the 1969-70 school year.

In September, 1970 this study was reported to the central administration, high school principals and counselors as follows:

"You will recall that on the basis of the 1968-69 school year's experience certain questions were raised as to what happened to the academic achievement of students when they came to the Educational Park. At that time there were insufficient numbers of students to do anything but raise some questions.

On the basis of this past year's operation, we now have reliable information that cuts across the academic spectrum from vocational courses to advanced placement courses; from the practical arts to the sophisticated sciences.

This report does not presume to test any of the factors that motivate people. It recognizes the many variables that are untouched, and probably will remain untouched. To probe them would require a massive research program for which we are not geared up either financially, staff wise or time wise.

This summer (1970) the Educational Park did a detailed analysis of the grade point averages earned in Educational Park classes, and by the same students at their base high school. If there was any question of a computational error, incompletes, leaving school or any other factor that might cast doubt on the validity of a G.P.A. score, the student was dropped from the study. A total of 858 eleventh and twelfth grade students was finally selected, and it is this group that makes up the

statistics of this report.

There is undisputed evidence that the same students who elect Educational Park courses achieve at a higher academic level by about one fourth grade point than they do at the base high school.

This is very probably as it should be. The student is in the Educational Park class because he selected it. In very few instances are required courses taught in the Educational Park. It is even probable that if academic achievement in the Educational Park were to drop to the level of the base high school, some very serious questions should be asked.

One of the more serious concerns at the end of the 1968-69 school year was whether or not the Educational Park teacher graded too high. A glance at the low end of the frequency distribution chart of Educational Park grades should dispel any fears one might have held. From 0.00 to 0.99 there were 22 cases compared with 23 base school cases. In the case of outright failures (0.00) there were more Educational Park instances than base school. It would appear that we can put this fear to rest."

The 1969-70 school year was a year of testing for the Educational Park. From the formal evaluations of the Educational Park researcher to the critical eye of public opinion came the arena in which the program was to either stand or fall. It was perhaps the most exciting year of the three.

CHAPTER IV

1970-71 SCHOOL YEAR

Of the three years of the project, this was the most eventful. At the same time it was a critical year because the decision would be made during the year on full financial assumption by the Grand Rapids Board of Education. The Educational Park had either proven its worth or it had failed.

Enrollments were up in virtually all instances. New courses had been added, and a few had been dropped. A total of 1,883 young people had signed up for fifty-three courses representing 2,302 hours of instruction. It had been necessary to add another bus to accomodate some of the more crowded runs.

Classes were started in ecology, humanities, commercial art, ceramics, music theory, jewelry making, lapidary arts and physics-math IV block that was team taught by a physisist and a mathematician. Humanities, ceramics, jewelry making and lapidary arts were offered for variable credit. They could be taken for one, two, or three hours depending on the student's other schedule demands.

Class activities were broadened with travel that ranged from Quebec for the French IV students (they were joined by one of the local Catholic school French students) to Mammouth Cave for the humanities, ecology and cultural anthropology classes to Chicago for dramatics, black history and humanities. For the

sociology students, the community became the laboratory, and they probed its depths by both participation and observation.

Student participation was eagerly sought by teachers and administrators. It was as eagerly given. From the Educational Park creative writing classes came some outstanding contributions that took top honors in youth talent competition. The ceramics classes displayed their talents and finished products at the Grand Rapids Art Gallery in a two week exhibition. Advanced French students were competition winners at Western Michigan University, and still another group of creative writing students produced what they chose to call RAP, a Sporadic Newspaper as a vehicle for both student and faculty contributors to be heard.

During the year the creative writing group volunteered to prepare a brochure to be used for both information at the base high school and public relations work. They solicited the art work from the commercial art people, took a little material from a previous brochure, and added a section of their own by asking the question, "Why attend Educational Park?" The responses were so wildly enthusiastic that the students were apprehensive about using them. However, they finally picked the following as most completely containing the content of the replies:

"In the Ed Park, the student is introduced to new subject matter, new teaching methods, new situations. And most importantly - everyone who attends comes into contact with many interesting and different types of people from all over the city. Ed

Park is an education in life as well as subject matter." (Marilyn Sayfie, Ottawa).

"Ed Park offers the responsible student a new environment in which to learn. More competition is also present, and you get to meet students like yourself from the entire city." (Alan Rapaport, Creston).

"For the student who is particularly talented in one area, Ed Park offers the chance to specialize and develop that talent." (Dave Benson, Central).

"The Ed Park seems to attract teachers who willingly try innovative approaches and adapt to students' interests." (Sue Dudley, Central).

"Educational Park is good because it tends to make the student more of an individual. Or maybe it's really that it gives him more responsibility. The resources of the city are at his disposal. If some other area of the city would make a good place for a certain study, the class visits it. Ed Park is a chance to move around, see new places, and meet new people." (Sally McConnell, Ottawa).

"I think Ed Park is a fantastic system. You can learn about different subjects involving everybody's life such as in sociology, psychology and anthropology. I like Ed Park too because there is a pleasant feeling all around, and riding the bus gives me a little break to talk with friends or to just think quietly by myself." (Dolly Preston, Union).

"Ed Park enables you to take vocational subjects that otherwise aren't offered." (Laura Rosloniec, Creston).

"Students should take Ed Park classes because of its mobility. Visiting many places of learning in the city increases the student's interest in education." (Terrance Lords, Central).

"I am offered more classes which will help me better prepare for college and life, a chance to meet new people from other schools, and exposure to new ideas and insights." (Kathy Lillie, Creston).

"I like Ed Park because association with people from other schools is essential for better understanding between groups either in college or on the job." (Gene Pringle, Union).

"The teachers I have met have given me a feeling of self-

respect and self-worth." (Mike Wall, Central).

"Ed Park gives you a chance to be responsible. An Ed Park class is very easy to skip and very easy to fail. You decide how well you do - this is good preparation for the future." (Ted Bufkin, Union).

"Ed Park gives you a broader awareness of what's going on in the world. You are in a more relaxed and exciting environment, and you feel like contributing and getting involved." (Beth Pedley, Creston).

"It's the best thing yet; we're getting together!" (Tom Jansen, Central).

For many years elementary students had learned about their city from a book entitled, Your Grand Rapids. Its content was outdated and its format drab. With a small grant from a local foundation for publication and an overwhelming enthusiasm the humanities students undertook a complete rewriting of the book. The classes organized themselves to get the job done, the Ed Park provided the climate and surroundings, the teacher some outstanding leadership, and in September, 1971 elementary students in Grand Rapids will be issued a truly exciting new book about their city.

As a final example of some of the kinds of educational impact the Educational Park tried to provide, the commercail art students entered cover designs for possible use by the Grand Rapids Symphony on their advertisements and programs. Two of them were selected for use by the Symphony Board. In addition, these students also created the cover art work for the informative brochure for the Park School for Pregnant Teenagers.

In January, 1971 the Education Committee of the Grand Rapids Board of Education recommended to the total Board that the Educational Park be made a total operational responsibility of the school district. The only modifications made were that when and if Park classes became large enough to justify returning them to the base schools, that this be done. Psychology (it had grown to ten sections) will be taught in the base schools in 1971-72.

From the beginning of the project the administrative staff had viewed the Educational Park as an extension of all high schools - never as a separate operational unit. Consistent with this philosophy, any attempts at any kind of separate "open house" were resisted. Park personnel were at each of the base school "open houses", but never seriously considered an Educational Park event.

However, the program committee of the Grand Rapids Council of Parents and Teachers requested that they sponsor such a program for their March meeting. It seemed that if parent interest was keen enough to generate such a request, it should be honored.

The planning was turned over to a group of students and teachers with the administrative staff playing only the role of facilitators. What followed can best be described by excerpts from a March 10 news story of the event that appeared in the Grand Rapids Press. The story, incidentally, was written by a

reporter who visited the "open house", not from a prepared news handout.

CITY'S EDUCATIONAL PARK EXHIBIT IS EYE-OPENER

"The city's Educational Park lost much of its mystery Tuesday night as about 400 parents and students were introduced to the operation.

An open house at Central High School drew many who were unfamiliar with the three-year-old program. Park teachers and students cluttered two floors with their best wares while they fielded scores of questions. ...

What some students now accept as a matter of course was looked upon by parents as a startling development. "Its sure better than anything we ever had, said _____ _____ of 734 Harlan, N.E., father of two. "It gives the kids a chance to explore other fields besides the same old three R's we had. ...

_____ __ _____, 1310 Calvin, S.E., father of three sons found the park teaching equipment "in tune with the times. The program has real practical value."

One mother asked humanities instructor, Mrs. Kay Dodge, why similar opportunities were not available in the lower grades. ...

The federal funding phase of the Educational Park is ended. The Educational Park now must be totally dependent upon Board of Education funding. There is no question but that secondary education in Grand Rapids has been enriched by the Park activities of the past three years. No program that touches the lives of 4,000 students and teachers can avoid leaving its imprint.

What is the Educational Park? There is no such thing as the Educational Park. Rather, it is a concept that must be studied, adapted and applied to each situation in the light of

the particular needs of the community or communities considering its use. It is sincere, talented teachers working with young people to bring exciting educational experiences to reality. Not everyone can teach in the Educational Park. It is not a place for the faint-hearted, the incompetent or the hide bound traditionalist. It is the place for the teacher with a respect for the individuality of students to work with great satisfaction. It is not a convenient administrative device to manage or house students. It is an excellent administrative device to broaden and enrich the educational experiences of young people.

In short, the Educational Park is people. Through whatever eyes it may be viewed, student, parent, teacher, administrator, it is a people oriented endeavor. Without that it is nothing, for it lacks the traditional institutional structure that sustains the school system.

CHAPTER V

THE COMMITMENT TO INNOVATION

To be innovative was a condition of the approved application when its authors wrote that the second objective of the Park was "to provide an exemplary, innovative curriculum."

Innovation tends to assume the philosophy of the innovators. All of the Educational Park staff were experienced educators with both classroom and administrative training and experience. None were philosophically oriented toward change for the sake of change. All were strongly committed to studied, orderly innovation that held hope of improved educational experiences for young people.

Innovation has still another dimension. It frightens people. It disturbs the status quo. It sets in motion actions and reactions that frequently generate more heat than light. Innovative efforts of the Educational Park were no exception.

The concept of the Educational Park is far from innovative. Education has used forms of this concept since the first two school districts joined forces to do a better job of whatever it was they were trying to do. Its application to urban education, however, was innovative and was a challenge to the antonomy of the self-contained high school. All at once a large group of students whose programs took them out of their base high school and transplanted them in a totally different

environment for varying lengths of time had to be considered in virtually all decision making. A new set of relationships had to be established between the base schools and the Educational Park, and these were not always compatible. The educational and social horizons of the students were broadened, and their friendship patterns altered. Parents had mixed emotions about seeing their student taken from the "sheltered" environment of the home high school.

Innovation in the classroom also causes concerns. Park teachers were selected on the basis of proven competency whenever possible. In the case of new teachers, we looked for the strongest possible credentials. They were then asked to try to create an atmosphere in their classrooms in which people could function as near their capabilities as possible. The approach came close to being a performance approach with the greatest latitude for individual differences.

The approaches used by teachers ranged from the informal, "coffee pot always hot" atmosphere in the creative writing classes to a form of contracted learning in a math class, and from the team-taught physics to the traditional classroom organization. Attendance was made the responsibility of the student to a very large extent. Although the Educational Park reported daily to the base high schools, the enforcement of attendance regulations was left to each school. The Educational Park had

no set of rules of its own.

Student reaction to the atmosphere and program of the Educational Park was overwhelmingly favorable. Most students seemed to thrive academically and socially in the Educational Park atmosphere. The same was not true of some teachers at base high schools when they were informed by their students how things were at the Educational Park. The coffee pot became more than a controversy. It became a symbol. If the coffee had to go, so did the class. The coffee pot stayed, and the building is still standing.

In the subject matter area, the Educational Park moved where no one high school could move. Physics was taught in each of eight public and non-public high schools in the city, and none could offer a full-time program to an instructor. This meant that either highly trained teacher time was being wasted on other assignments, or that teachers with minimum qualifications were being used to teach one or two classes in physics. A very sophisticated laboratory was established at Central High School. Two physics majors were assigned to team teach the course, and all physics students from the four public high schools and one non-public high school were brought to the central location for this program.

Other Educational Park programs that were innovative at least for Grand Rapids were Auto Mechanics, Welding, Creative

Writing, African Languages, Russian, third and fourth year German, French and Spanish, Urban Problems, Aviation Fundamentals, Psychology, Anthropology, and advanced placement courses. The approach to urban problems was somewhat unique. Students were assigned to or volunteered for work in any number of community agencies such as the neighborhood complex offices, police department, United Community Services, etc. They rotated their assignments to get broader experiences and met in seminar sessions two times a week. The remaining time the instructor visited the student wherever he might be. The enthusiasm and devotion to this program was outstanding.

Still another innovative effort took place during Christmas vacation, 1968. The Educational Park staff wanted to know if young people would give up their vacations to attend a highly concentrated, workshop-type educational experience. A course on operation of the stock market was offered to the first 30 people to sign up. It was to run from 8:00 a.m. to 5:00 p.m. for eight days. Only Christmas and New Year's Day were ommitted. The regular classroom activities were supplemented by use of the "Stocks and Bonds" game and field trips. Locally the students attended the local brockerage houses, and trust and bond divisions of the local banks. Two local industries, both of which were listed on the New York Stock Exchange, invited the class for tours and treated them as potential investors by giving

them information on company activities, markets, market potential, corporate structure, etc. In addition, the group visited Chicago where they attended sessions of the commodity market and stock exchange.

The class filled immediately and enrollments were cut off at 33. We have no knowledge of how many might have come if they could have been accomodated. The effort was so successful from student, teacher and parent points of view that several such efforts were planned for the future. However, drastic cuts in Federal funding brought about an abrupt end to further activities of this sort. The Educational Park was so firmly committed to serving the greatest possible number of students that these kinds of programs became the first casualties.

Student reactions to this type of experience were sought since the Educational Park had hopes of developing more of these types of experiences. Of the 33 who took the course, only three took it for credit. The remainder said it sounded interesting, or took it for self-improvement. Unanimously they said the course met their expectations, and about half said it went beyond expectations. All of the participants liked the eight hour workshop session and thought it might have applications for their regular school programs.

"World of Investing," an evaluation instrument devised by the New York Stock Exchange, and for which norms have been estab-

lished, was used as a pre-test and post-test. The low score on the pre-test doubled on the post-test. The high score increased 18 points. The median score for the class was exactly the same as the national norms. The mean score for the class was five points below the national norms on the pre-test and only one point below on the post-test.

Students were asked what made the course attractive and what they did not like about it. The dislike portion drew no responses. The reasons given can be generally grouped under these responses, and all students responded:

No pressure	The "top" teachers
Informality	Getting to know teachers
Time to do extra things	The entire experience
Subject matter control	They made us want to learn

Parents who responded to a mailed questionnaire inquiring into (1) their perceptions of this experience, (2) what they would think of future efforts of a like nature, and (3) what they thought of this type of scheduling were equally supportive. No negative reactions were received, and supportive comments were added beyond the answers to the questions.

From this distance in time - it is now 18 months since this first and only effort of this sort - it appears that funding decreases may have cut off one of the most important bits of experimentation and innovation that the Educational Park could have done. We will never know.

One measure of the success or failure of any approach

to learning is the academic achievement of the students as measured by Grade Point Average. In a report to the Superintendent of Schools dated October 9, 1969, and covering some aspects of the 1968-69 school year, several questions were raised on the basis of a study of 229 students from four public high schools. These pages are inserted in this document to provide background for the data collected during 1969-70.

TO: Dr. Norman Weinheimer, Superintendent

FROM: Gordon Williams, Educational Park Research

SUBJECT: 1968-69 Operation of Educational Park

DATE: October 9, 1969.

Who Takes Educational Park Classes?

To attempt to arrive at an answer to this question it was decided to use the cumulative Grade Point Average for the 1968-69 school year. These were not correlated with I.Q. scores because the I.Q.'s were not available. Also, at this point, all non-resident, Park School, and non-public students were dropped from the population being studied. It was too difficult, expensive, and time consuming to make contact with 17 other school districts. Further, it still provided a population of 229 of 550 for study with readily available date.

The initial hypothesis was that more young people of better than average academic achievement, as reflected by G.P.A., tended to enroll in Educational Park classes than those of less than average achievement. There was reason for this hypothesis. A very careful computing of the final grades of all Educational Park students during 1968-69 produced a 2.664 grade point average. A further analysis of cumulative G.P.A. by course tended to reinforce the hypothesis.

As soon as the information became available the cumulative G.P.A. of all courses taken in high school by Educational Park students was tabulated for each Grand Rapids public high school student taking one or more Educational Park courses (see Table III).

The median G.P.A. was 2.00
The mean G.P.A. was 2.11

Inserting the mean G.P.A. into a frequency distribution table shows that 123 scores fall under and 106 above the mean G.P.A. The hypothesis is suspect. The conclusion appears sound that based on academic performance, the Educational Park attracts a very heterogeneous population. The much larger 1969-70 population will provide us with a better test of the hypothesis.

The difference in G.P.A. between courses taken in the Educational Park and the cumulative G.P.A. of all courses taken by these same students is too great to ignore. A whole new set of variables is immediately evident.

An analysis of each of the 229 students remaining in the studied population was undertaken. Plus and minus signs were dropped (as they were in computing the total cumulative G.P.A.), and the 4 point scale used.

72.68% of the students had a higher Educational Park G.P.A. than their total G.P.A. of all courses
12.61% had a lower G.P.A.
14.71% reflected no change

There are several questions to which the Park must address itself in the coming year:

1. Do Educational Park teachers tend to grade higher?

2. Do Educational Park grades reflect highly motivated young people?

3. Is Educational Park instruction more skilled?

4. Is the Educational Park teacher's expectation greater?

5. Do the courses taught in the Educational Park tend to attract a more highly motivated student or does the student become more highly motivated under the Park system?

Acknowledging a bias in favor of the Park - a student was not forced to elect a Park course - the above questions are still valid. It is not presumed that all of the questions will be answered. However, some insights will hopefully emerge.

The 1969-70 school year is history, and the results are in. It is now possible to reliably prove or disprove the original hypothesis that more students of better than average academic achievement as measured by Grade Point Average tend to enroll in Educational Park classes than those of less than average achievement.

During the summer of 1970 the base high school G.P.A. of all Educational Park students was recorded on IBM data cards as were the G.P.A. data for the same student's Educational Park courses. Visual inspection of all base school and Educational Park records was made to search out all drops, incompletes, or any other irregularity that would taint the results. A total of 858 pairs of grades were finally selected for study. Courses ran the full gamut of course offerings, vocational, scientific, fine arts, practical arts, and the humanities.

Before discussing the results, two points need to be made clear: (1) The base school grade point averages contain the grades earned in the Educational Park. They are, therefore, somewhat inflated. However, to have manually recalculated the base school G.P.A. would have presented an impossible task. We had no computer program that would isolate the Educational Park courses and recompute G.P.A. How much they are inflated we do not know. (2) This analysis does not presume to test any of the factors that motivate people. It recognizes that many variables are untouched and will have to remain untouched. To

probe them would require a massive research program for which we are not equipped either financially, time wise or staff wise.

The suspicions voiced in the October 9, 1969 memo to the Superintendent of Schools are not well founded. There is now clear evidence that the same students who elected Educational Park courses achieved at a higher academic level in their Educational Park courses by about one quarter grade point than they did at the base school. Considering point one of the preceding paragraph, it was something over one quarter point. It might even approach three-eights to one-half point.

The mean G.P.A. for base school grades was 2.51. The same group of students in Educational Park courses earned a mean G.P.A. of 2.74. The medians were 2.62 and 2.87 respectively.

One of the concerns expressed in the October 9, 1969 memo to the Superintendent of Schools was that Educational Park teachers might have a tendency to grade too high. This fear can be put aside. It did not happen. While students were accumulating a higher cumulative G.P.A., they were also accumulating a greater number of failures in their Park classes than they did at their base high school classes even though the Educational Park represented only about 25% of the student load.

It should cause concern to no one that this differential in G.P.A. existed. The student was in the Educational Park class because he elected to be. Very few required courses were

taught in the Educational Park. It should be of real concern if the academic achievement of Educational Park students were to drop to the level of the base high school.

None of the remaining concerns were formally tested during 1969-70. However, we believe that because of the nature of the student population, teacher expectations may be higher than at the base school. Informal conversation with students would seem to indicate that at least some believe this to be true. Some teachers feel that their expectations are greater than if they were teaching the same group at the base school. This is speculation without a shred of supportive evidence.

The remainder of the items defy speculation on the basis of even informal conversation. We are still searching for answers. One point may be made that is appropriate to all of the questions raised in the October 9 memo. Enrollments keep growing. In 1969-70 initial enrollments totalled 1,880 class hours. On the comparable date in 1970-71 the Educational Park was providing 2,302 class hours of instruction and still growing. It is not convenient to come to Educational Park. A student must spend an extra hour for transportation. Programs are offered at six different sites which adds to the inconvenience, especially if a student takes more than one course in the Park and may have to move from building to building. Something is happening in the Educational Park that is generating a growing population. Very likely it is no single facet, but rather that

the whole is equal to the sum of its parts.

A final bit of evidence of strong support came from an unexpected source. During the 1969-70 school year, Grand Rapids had an operation millage election. The proposition was soundly defeated the first time. In preparation for the second vote to be held in June 1970, the Grand Rapids JC's conducted a very thorough campaign. Parents and students were interviewed and answered questionnaires. After a successful vote, the J.C. organization prepared a sheet of recommendations for the Board of Education. This quote appeared as Item 2.

> "The committee's involvement with the students found them to be generally satisfied with the school system. They were pleased with the curriculum offered, particularly the Educational Park, and had only moderate criticism for the teaching and administration."

CHAPTER VI

PARK SCHOOL

Social problems do not always impact the educational institution with either speed or force. The problem of the pregnant teenager in Grand Rapids was no exception. Historically, the girls had been placed under the Homebound Program where they received two hours per week of instruction up to the time of delivery, and were dropped very shortly thereafter. From then on they might or might not return to school. At the worst, the girls would simply drop out of school and never return. A few girls would go to a local live-in institution where they could hide with some degree of success, while others would leave the community, making whatever arrangements they and their families were financially able to make. Again, return to school was a very nebulous thing.

The problem had been discussed by the schools, churches, hospitals, United Community Services, and its many related agencies. However, the generating force seemed to be lacking to develop a program. It was a curious coincidence that conversations were being held almost simultaneously by one group or another but without the knowledge of the other interested groups. As an example, the Director of Secondary Schools had become concerned with the loss of the pregnant teenager, and in July, 1967 had submitted a proposal to the Superintendent of Schools,

the late Dr. Jay Pylman. This proposal had been made after considerable preparation, and ultimately became the model upon which the present program was built. However, this program did not materialize. The reasons are irrelevant at this time, except to observe that the agency for implementation did not seem to exist. The idea did not die, it just stayed in limbo so far as the school was concerned.

So far as the churches, hospitals, social agencies, and United Community Services were concerned, people cannot recall when there was not expressed concern about the plight of the pregnant teenager. The efforts, however, were so scattered as to be quite ineffective. The Booth Memorial Hospital provided a live-in situation where a limited number of girls could hide. Those of school age were given two hours of homebound instruction per week. This facility also had a number of older unmarried pregnancies in residence. There were still other agencies working with specific groups. For instance, the County Health Department had developed a program in one of the inner-city complexes. From time to time, they would serve from ten to fifteen youngsters in very elementary ways, but were unable to provide for even the most basic educational needs. The same was true of other concerned agencies.

In the spring of 1968, the United Community Services Planning Division made still another attempt to attack the problem. In early June, they called in representatives of

twenty-seven agencies, including representatives of both the Grand Rapids School System and the Kent Intermediate School District. The climate for a cooperative attack on the problem was established, and the group went to work. To bring the problem into proper focus, all agencies were asked to report on the status of their activities in the field of teenage pregnancies. Out of all of the pages of data presented, four main facts emerged that formed the basis for the group to proceed.

1. There had been 567 unmarried mothers seen by the various agencies during the preceding year.

2. One hundred fifty-five of these unwed mothers had been seen by homebound teachers, with the remaining four hundred twelve divided among the remaining agencies or seen by none.

3. There was very nearly a total lack of either philosophy of coordination of effort in dealing with the problem.

4. Unknown to either United Community Services or any constituent agency, a proposal had been submitted in July, 1967 by the Director of Secondary Schools to the Superintendent of Schools. Because this proposal could possibly serve as a model for proceeding, the group set an early date to hear the proposal.

The model was presented to the group by the Director of Secondary Schools. In a discussion that followed, the Director indicated that the Educational Park might be a logical agency to implement the program. It was also apparent at this meeting that some consultant help to provide organizational "know-how" was necessary. The Park had staff, funds, and a desire to get into developing programs. At this meeting a proposal was

developed, and on June 21, 1968, the Grand Rapids Educational Park became a partner in the community wide effort. A consultant was engaged under the Park auspices and a seven man sub-committee was appointed to work with the consultant to produce a model program.

This sub-committee went to work with dispatch, and on July 12, 1968 reported back to the main committee. The plan was the same as the original school plan with only minor modifications of wording. This group set in motion the means of informing the county schools, and the general lay public of the proposed program. This meeting also marked the entry of the Educational Park into active planning and implementation of the project.

Since the Board of Education would need to give its final approval for the program to get started, it was urged that all participant agencies pledge their support in writing before the end of July. A total of thirty-five agencies submitted letters of recommendation, and by the end of July the planning division of the United Community Services formally voted the approval for the United Community Services organization to proceed with participation and implementation of the project. Early in August, a meeting was held that was perhaps the most critical meeting of all, for it was here that the agencies had to pledge more than lip service. The Educational Park staff let it be known that

from that point on they would be moving toward an opening date. This meant that if this was to continue to be a united effort, that definite commitments would have to be made as to staff, space, and perhaps even dollars would be necessary in some instances. The meeting adjourned with the position of social worker undecided, both as to job description and which designated agency of United Community Service would furnish this person.

Two weeks later the group met, finalized the question carried over from the previous meeting, and the hunt for a director and a facility was underway. At this same time, the local "live-in" facility presented a position statement that left no doubt that they intended to continue as a hiding agency. Further, that they could not possibly have their girls participate in an educational program as exposed as this program appeared to them. At this time they could envision no role of cooperation that they could play. Fortunately, the dropping out of this agency did not become contagious. In point of fact, it tended to solidify the other agencies in their determination to come up with an acceptable and meaningful program of education.

Because none of the schools could provide the kinds of facilities that were needed for this program, the hunt for a location began with churches that had educational wings. Finding interested churches was not difficult, but getting the Fire Marshal's approval was quite another problem. Furthermore,

there were some congregations that had some feeling about bringing this kind of a program into their facility.

The Trinity Methodist Church in Grand Rapids had the facilities that seemed the closest to the needs of the Continuing Educational Program. On November 1, 1968, the doors opened for the first time in Grand Rapids to twenty-one pregnant girls. The school was staffed by two academic teachers and a home economics teacher furnished by the Educational Park, a full-time director furnished by the Kent Intermediate School District, a full-time social worker furnished by Blodgett Home (a designate agency of United Community Services), a half-time nurse furnished by the Educational Park, and a full-time secretary furnished by the Educational Park. This was indeed a community wide effort.

The best way to spell out the educational objectives of the program is simply to reprint them as they are stated in the proposal:

1. To provide junior and senior high school pregnant girls (unmarried and married) instruction comparable to that received in regular school and throughout a maximum of the pre-natal period and continuing to the end of the semester following delivery of the baby.

2. To provide instruction on diet and provide a balanced noon lunch to improve the mother's capacity to maintain her and the baby's health.

3. To provide counseling service to assist the mother in her personal adjustment, plans for

her child, her plans for continued schooling. and her economic plans and family future.

4. To provide a focus for various community and governmental agencies to effectively bring medical, psychological and social welfare services to the individual girl and her family.

The stay at Trinity Church was short lived. Fire Marshal requirements could not be met and a search for facilities was again undertaken. Sensing a change in attitude on the part of the agency that first saw itself as a hiding place, overtures were made to move the school to that facility. After some fruitful meetings with strong leadership from United Community Services the Park School moved on March 1, 1969 to Booth Memorial Hospital and occupied a portion of one wing and the basement of the staff quarters.

During the summer of 1969 a six week summer session was held primarily to determine the feasibility of such a venture. Only 20 girls participated and the thought of a summer school was abandoned at least for the time being. The cut in federal funding also contributed to the decision not to have a summer session in 1970.

The Park School is very hopefully a permanent fixture of the Kent County educational scene. It still has the strong support of the cooperating agencies. It may need to seek new quarters since the numbers are growing.

The ethnic composition is changing in a desirable direc-

tion. When the program first started November 1, 1968, the population was about 60% non-white and 40% caucasion. This has been reversed as of June, 1970, and shows evidence of coming more in line with a normal percentage. Persons closest to the problem feel that the percentages should be more nearly 80% white and 20% non-white in this area.

So long as the purposes of the program can be best served, the Educational Park will be pleased to continue as the operating agency. At the moment the Educational Park appears to be the only agency capable of providing a meeting ground compatible to all of the participating agencies.

Among the many activities carried on at Park School is the occasional publication of a small paper the girls call Journal Entries. During the 1969-70 school year one issue contained some of the creative writing work done in conjunction with the English classes. This along with one teacher's reaction to her experience with the program follow as a finale to this chapter.

JOURNAL ENTRIES - OCT. 1969

MIRACLES

There are two different concepts of miracles. A miracle can be as large and wonderful as the universe or as small as a blade of grass. Not only the beautiful and spectacular things are miracles, some of the plainest, dullest things can also be miracles. It is hard to imagine that small microscopic particles often have life and function, yet they do. Or that all things are composed of atoms. The human mind is also a miracle. Man has advanced greatly in all fields in the short time he has been on earth. Man's ability to think and his ability to use his limbs has made him the highest creature on the earth. When you

look around at the millions of miracles that are within your grasp, you cannot help but realize that there must be a supreme being who created us and all that we are.

Miracles can be something small, a kind word to an old person, a smile on a child's face, the spider's web.

A miracle to me is the life of a child being born. Or to be living this long. A miracle to me is having my mother and father alive. A miracle to me is finishing school and going to college.

To me miracles are just the every day simple, yet complicated things we take for granted. This world we live in, the ground we stand on, and the air we breathe are all miracles, performed by the One Supreme Being.

The flowers lose their blossoms like a human being loses his life. Only the flowers can come back if the roots are still there, but the human beings remain dead forever.

Where have all the flowers gone? Why must nature kill to keep on living? To make new life must you always kill the living? Must people do this too? Or are we different?

The candle burnt down slowly and drops of wax rolled slowly down its side, making trails of wax on wax. Maybe our lives are like the candle slowly going down but still forming new patterns and forms. Going on until the fire goes out.

I just finished reading Days of Wine and Roses. The last line of the book really impressed me. "God," whispered Joe Clay, "grant me the serenity to accept the things I cannot change." I wanted my senior year to be the best year of my life. I wanted to be in the senior play and many other things, but I have learned to accept that which I cannot change.

I read this in a book today called, Let Freedom Ring. William Jennings Bryan wrote this: "What have you done for liberty? If nothing, what can freedom mean to you?" If you abuse your privileges then you are not preserving your liberties and you must not really care about having freedoms. It's true in many situations--law-abiding citizens in government or even in your own home. You lose your freedoms if you don't to anything to preserve them.

A TEACHER'S VIEW OF PARK SCHOOL

Park School for continuing education for pregnant teenagers was started on an experimental basis in Grand Rapids, Michigan this year. It was supported by the State of Michigan and the Grand Rapids Board of Education.

It will continue next year due to its successful attempt to reach all pregnant girls in the County of Kent, Michigan who are in their teens.

It truly was not the gift wrapped box of horse manure presented to the English teacher at the "end of the year" picnic which prompted me to write -- it was the courage and spirit of the students, 141 pregnant teenagers, (73 white, 64 black, 4 Spanish) the four teachers, a negro nurse and social workers alike who gave to Park School all they had to give and them some.

It was a cold November day when an interview was planned for me to visit the school. The heavy church doors leading to the basement were difficult for a normal person to open, but day after day these girls, after a long ride on the bus from the inner city, found strength to open them so they could continue their education in spite of their condition.

The Director, a young soft spoken man, had had many hours of experience teaching Special Education in the Kent County system. His zeal won me over to teach Homemaking to these emotionally upset girls.

Our classrooms were Sunday School rooms. With much maneuvering of chairs and tables on Monday morning we made pleasant surroundings for study experiences.

The English and Social Studies teacher, a young man with blonde sideburns, had the church stage for his classroom. As our staff was small he taught English, History, Geography, Speech and Art He stressed return to regular school depending on the 3 A's - Achievement, Attendance, and Attitude toward learning.

The latter subject, Art, overflowed into a classroom with tables and typewriters, occupied by our beloved Mathematics and Typing teacher. She was the most refreshing, helpful, conscientious member of the staff. Always first to arrive in the A.M., she was well organized and had time to give above and beyond the call of duty to her students.

Friday P.M. was always a "scurry" time to push all typewriters out of sight so the Sunday School members could use the rooms over the weekend.

Shortly after my arrival a very important personage was hired to have the room next to mine. Full of personality and ability, our negro nurse reached the girls as no one else could. She listened, administered and taught Physiology and Biology.

We always tried to pick up subjects that the students had in high school and continue on with them.

As we had no sewing machines and other Home Economics equipment, this was difficult teaching homemaking. The girls hand hemmed their receiving blankets and after basic fundamentals of diet for pregnant teenagers was taught, we were granted permission to use the church kitchen. This was a riot -- imagine yourself in a 12 by 12 room with 20 girls in their latter stages of pregnancy, trying to bake peanut butter cookies -- bumping into tables, and using large heavy equipment not found in mormal Home Economics classrooms. It had to be peanut butter cookies because the Board of Education was generous with No. 10 size cans of peanut butter.

After lessons in how to use powdered milk and how to make hot chocolate, the cold winter mornings became more pleasant as the girls made hot drink for all. In every age bracket from 14 to 18, the breakfast habits of these girls left much to be desired. Later we made orange juice plus the hot chocolate and could see a noticeable difference in their ability to listen, study and participate in class work.

Each time a girl delivered, it was our secretary who got all excited and spread the word around. Later, as the enrollment increased, these births were posted where all could see them. Of the 141 students, we had 58 births during the term. Fourteen were placed for adoption; thirty-seven were kept, and there were seven fatalities. Eleven of these births were second pregnancies. The class averaged 12% fatalities which is six times the national average. This shows the grave need for the continuation of this program.

The arrival of the fire marshal to this basement church school was to change everything. He condemned the building for use as a public school and our Director and his superior were put to the serious task of relocating us.

While waiting to hear where the new location would be, we continued hauling, shoving and lifting our materials from closet to closet and back to closet again to keep out of the way of church programs.

Christmas came and the girls baked grapenut bread for all their teachers and planned a party, prepared the food, and had a good time. Two girls brought their new born babies to the party and they were precious.

The girls who did not keep their babies (usually at the request of the social worker) took this in their stride, and to the end of time I shall admire the courage they showed. They kept their emotions under control at all times.

When winter came the heavy church door seemed more difficult to open - ice, snow and wind. When the moving announcement finally came all were anxious. We were to have an entire wing of Booth Salvation Army Hospital and a basement room of their

staff building for Home Economics.

Moving was exciting but it was not easy. The girls had new adjustments to make. The routines are not easily broken.

At first there seemed to be a slight "chill" from Booth staff members as if we were intruding into their beautiful brand new hospital. With the passage of time they all "warmed" and we were accepted graciously. They realized we were reaching girls that needed this type of schooling.

Lovely clean rooms with private baths now substituted for the crowded church classrooms. Many girls missed the church at first, but before the end of the year, all was going well. The nurse, the social worker, and the Director all had private offices. There the girls could confide easier and so many needed someone just to "listen" because they felt many parents and the world at large had seemed to turn against them.

Hot lunches were offered, but it took a long time to convince girls of poor eating habits that this was best for them. The girls were very independent as many never did take advantage of the meals.

The live turtle at the end of the year picnic caused much fun. It was given to the math and typing teacher to "slow her down." Question from one teenager -- "Could she get pregnant by a turtle?" Answer -- "If she did it would take a long time."

The girls planned this picnic to honor graduating seniors who had missed activities at their home schools. Each senior was "willed" thoughts from the undergraduates.

It was good to hear the girls laugh and be normal while they sat in a crowded room on that rainy picnic day that ended the first school year for Park Continuing Education for Pregnant Teenagers. The gift of horse manure ended the picnic, but in all their hearts they knew that their English teacher was a dedicated man. He had played jokes on them during the year and this was their way of responding.

All of the Park School staff heartily endorses the continuation of educational centers for pregnant teenagers. It was a wonderful, stimulating year and all of us will be more understanding of human problems in the future.

The sad, tragic lives of most of these girls has changed my life into one of usefulness and sincere understanding for all people. No more P.M. bridge playing and wasting of valuable hours. Just a kind listening ear to their problems helps more than one can realize. May God bless all of these girls and their staff workers.

In January 1971 the research division of the United Fund Community Services planning division submitted the following report to the Park School Advisory Board. Its contents tell the story of Park School in a vivid, graphic manner.

Incidence of Service

Park School

	1968*	1969	1970	% Change 68-69	% Change 69-70	% Change 68-70
Total Serviced	52	255	259	390.38	1.57	398.08
G.R. Only	38	153	157	302.63	2.61	313.16
K.C. Outside City	12	91	97	658.33	6.59	708.33
Out of County	2	11	5	450.00	-54.55	150.00
West Side Complex Area	2	7	6	250.00	-14.29	200.00
Sheldon/Franklin/Hall Complex Area	26	101	82	288.46	-18.81	215.38
Institutional Residents**	2	36	56	170.00	55.56	270.00
Total K.C. Illegitimate Births	628	728	NA	15.92	-	-
Total Michigan Illegitimate Births	14,451	16,329	NA	13.00	-	-

NA = Not Available

** Residents of Booth Memorial Hospital

* Records are for the calendar year (Jan. 1 - Dec. 31) for 1968. Park School began operation in November, 1968, hence this column contains figures for November and December only.

Source: Park School; K.C. Health Department, U/CS Research Department, 1/71

PARK SCHOOL PROGRAM STATISTICS

Nov. 1, 1968 to Dec. 31, 1970

	Nov. 1, 1968 to June 6, 1969		Sept. 4, 1969 to June 12, 1970		Sept. 3, 1970 to Dec. 31, 1970		Totals	
Total Students Enrolled	N 147	% 100	N 275	% 100	N 127	% 100	N 549	% 100
Grade Classification								
12th graders	38	25.9	76	27.6	52	40.9	166	30.2
11th graders	38	25.9	73	26.5	31	24.4	142	25.9
10th graders	40	27.2	73	26.5	28	22.0	141	25.7
9th graders	23	15.6	32	11.6	9	7.1	64	11.7
8th graders	6	4.1	16	5.8	6	4.7	28	5.1
7th graders	1	0.7	3	1.1	1	0.8	5	0.9
6th graders	1	0.7	-	-	-	-	-	0.2
Not indicated	-		1	0.4			1	0.2
Age Classification								
12	-	-	1	0.4	-	-	1	0.2
13	1	0.7	7	2.5	5	3.9	13	2.4
14	10	6.8	16	5.8	9	7.1	35	6.4
15	28	19.0	45	16.4	18	14.2	91	16.6
16	39	26.5	80	29.1	33	26.0	152	27.7
17	45	30.6	83	30.2	46	36.2	174	31.7
18	22	15.0	25	9.1	13	10.2	60	10.9
19	1	0.7	9	3.3	2	1.6	12	2.2
20	1	0.7	-	-	-	-	1	0.2
21	-		2	0.7	1	0.8	3	0.5
Not indicated	-		7	2.5	-	-	7	1.3

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PARK SCHOOL PROGRAM STATISTICS CONT.

	N	%	N	%	N	%	N	%
Racial Classification								
Negro	65	44.2	120	43.6	54	42.5	239	43.5
Caucasian	77	52.4	148	53.8	72	56.7	297	54.1
Spanish American	3	2.0	3	1.1	1	0.8	7	1.3
American Indian	2	1.4	1	1.5	-	-	6	1.1
Disposition of Babies Born*								
Released for Adoption	14	24.1	26	29.2	16	35.6	56	29.2
Kept	37	63.8	58	65.2	27	60.0	122	63.5
Mortalities	7	12.1	1	1.1	1	2.2	9	4.7
Miscarriages	-	-	4	4.5	1	2.2	5	2.6
Marital Status of Students (At enrollment)								
Single	113	76.9	243	89.0	103	81.1	459	83.9
Married	33	22.4	30	11.0	24	18.9	87	15.9
Divorced	1	0.7	-	-	-	-	1	0.2

* Records only incidents occuring during the school year. Does not include summer statistics to compute the percentage of babies kept by single girls, subtract the percentage of Park students who are married.

PARK SCHOOL PROGRAM STATISTICS CONT.

	N	%	N	%	N	%	N	%
Source of Referral								
School Counselor, Teacher or Principal	91	61.9	101	37.1	33	26.0	225	41.2
Private Social Agencies	17	11.6	34	12.5	1	0.8	52	9.2
Public Social Agencies	11	7.5	45	16.5	28	22.0	84	15.4
Minister	2	1.4	1	0.4	-	-	3	0.5
Physicians	9	6.1	36	13.2	13	10.2	58	10.6
Former Students or Friends	9	6.1	39	14.3	32	25.2	80	14.7
Publicity and Self Referral	2	1.4	9	3.3	11	8.7	22	4.0
Unknown	6	4.1	7	2.6	7	5.5	20	3.7
Repeaters	-	-	-	-	2	1.6	2	0.4
School Districts Represented								
Grand Rapids Schools								
Ottawa High	20	13.6	27	9.9	12	9.9	59	10.9
Central	27	18.4	37	13.5	20	16.5	84	15.5
Union	16	10.9	43	15.7	13	10.7	72	13.3
Creston	8	5.4	11	4.0	7	5.8	26	4.8
South Middle	11	7.5	17	6.2	9	7.4	37	6.8
West Middle	2	1.4	4	1.5	2	1.7	8	1.5
Northeast Jr. High	-	-	1	0.4	2	1.7	3	0.6
Riverside Jr. High	-	-	1	0.4	-	-	1	0.2
Burton Jr. High	1	0.7	2	0.7	1	0.8	4	0.7
Harrison Pk. Jr. High	1	0.7	-	-	1	0.8	2	0.4
Ridgeview Jr. High	-	-	1	0.4	-	-	1	0.2
Non-Public Schools	6	4.1	7	2.6	8	6.6	21	3.9

PARK SCHOOL PROGRAM STATISTICS CONT.

Kent county Schools	N	%	N	%	N	%	N	%
Kenowa	-	-	3	1.1	2	1.7	5	0.9
Comstock Park	1	0.7	4	1.5	-	-	5	0.9
Byron Center	-	-	2	0.7	-	-	2	0.4
Kentwood	7	4.8	7	2.6	-	-	14	2.6
Godwin	1	0.7	3	1.1	2	1.7	6	1.1
Lee	4	2.7	1	0.4	-	-	5	0.9
Wyoming	7	4.8	6	2.2	4	3.3	17	3.1
Rockford	3	2.0	1	0.4	1	0.8	5	0.9
Sparta	1	0.7	3	1.1	-	-	4	0.7
Caledonia	1	0.7	2	0.7	1	0.8	4	0.7
Northview	3	2.0	5	1.8	2	1.7	10	1.8
Lowell	2	1.4	3	1.1	-	-	5	0.9
Forest Hills	1	0.7	3	1.1	3	2.5	7	1.3
Kelloggsville	4	2.7	5	1.8	1	0.8	10	1.8
Grandville	1	0.7	4	1.4	-	-	5	0.9
Cedar Springs	1	0.7	2	0.7	-	-	3	0.6
Out-of-Kent County	15	10.2	61	22.3	27	22.3	103	19.0
Out-of-State	3	2.0	8	2.9	3	2.5	14	2.5

PARK SCHOOL PROGRAM STATISTICS CONT.

	N	%	N	%	N	%	N	%
Family Statistics								
Living with husband or relative	32	21.8	35	12.7	24	18.9	91	16.6
Living with one parent	39	26.5	93	33.8	39	30.7	171	31.1
Living with two parents	55	37.4	96	34.9	59	46.5	210	38.3
Living with stepparent	5	3.4	22	8.0	1	0.8	28	5.1
Living in Foster Home	8	5.4	9	3.3	1	0.8	18	3.3
Unknown	8	5.4	20	7.3	1	0.8	29	5.3
Living Alone	-	5.4	20	7.3	1	0.8	29	5.3
Number of Pregnancy								
First	136	92.5	255	92.7	112	88.2	503	91.6
Second	10	6.8	18	6.5	14	11.0	42	7.7
Third	-	-	1	0.4	1	0.8	2	0.4
False	1	0.7	-	-	-	-	1	0.2
Unconfirmed	-	-	1	0.4	-	-	1	0.2
Student's Medical Arrangements								
Under Care of M.D.	80	54.4	131	49.2	59	46.5	270	50.0
Under Care of D.O.	6	4.1	17	6.4	6	4.7	29	5.4
Under Care of Clinic	60	40.8	111	41.7	62	48.8	233	43.1
Unknown	1	0.7	7	2.6	-	-	8	1.5
Clinic Serving Park Students								
Booth	26	43.3	79	71.2	38	61.3	143	61.4
St. Mary's	14	23.3	6	5.4	-	-	20	8.6
Butterworth	3	5.0	13	11.7	8	12.9	24	10.3
Blodgett	6	10.0	12	10.8	8	12.9	26	11.2
Unknown	11	18.3	1	0.9	8	12.9	20	8.6

PARK SCHOOL PROGRAM STATISTICS CONT.

	N	%	N	%	N	%	N	%
Stage of Pregnancy when Prenatal Care Began								
1st Month	NA	NA	24	8.7	7	6.4	31	8.1
2nd Month	NA	NA	70	25.5	25	22.9	95	24.7
3rd Month	NA	NA	55	20.0	25	22.9	80	20.8
4th Month	NA	NA	45	16.4	24	22.0	69	18.0
5th Month	NA	NA	28	10.2	16	14.7	44	11.5
6th Month	NA	NA	6	2.2	8	7.3	14	3.6
7th Month	NA	NA	4	1.5	4	3.7	8	2.1
8th Month	NA	NA	3	1.1	-	-	3	0.8
9th Month	NA	NA	2	0.7	-	-	2	0.5
None	NA	NA	1	0.4	-	-	1	0.3
Unknown	NA	NA	37	13.5	-	-	37	9.6
Student's Relationship with alleged father								
In contact	83	50.0	139	54.3	78	62.4	300	54.8
Not in contact	27	16.3	36	14.1	27	21.6	90	16.5
Unknown	56	33.7	81	31.6	20	16.0	157	28.7

Source: Park School
1/71 Research Department
U/CS Planning Division

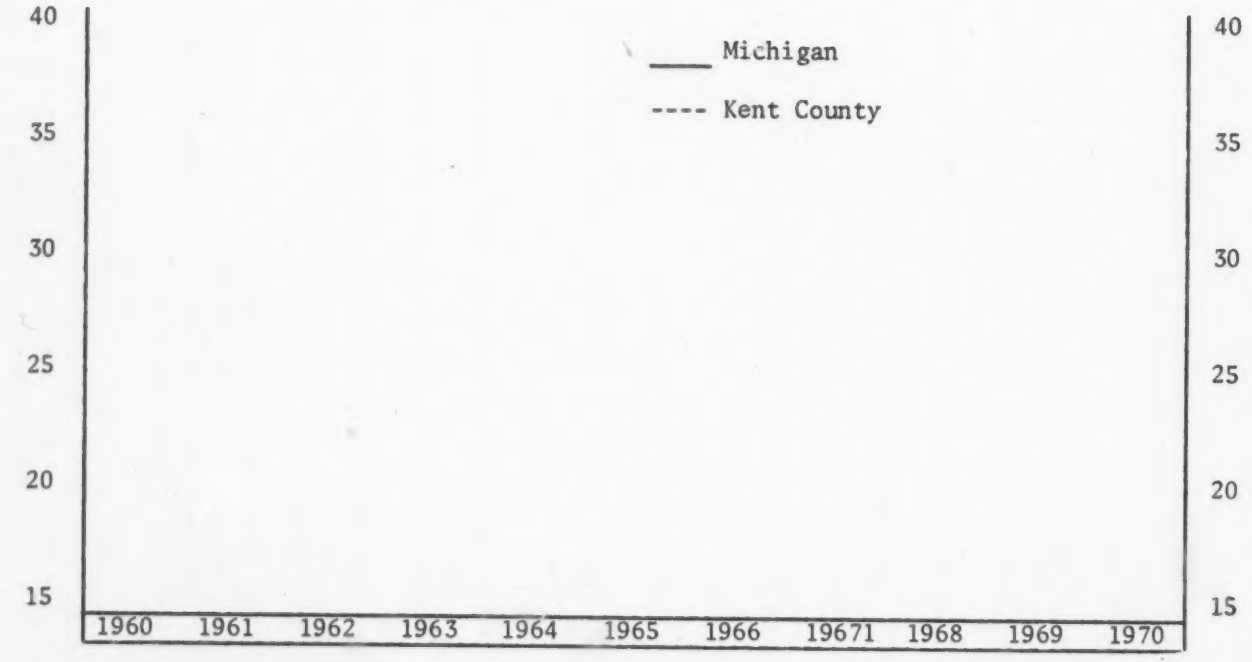
NA - Not Available

Comparison of Kent County and Michigan
Ratios of Live Births and Illegitimate Births
1960-69

Year	Live Births (Rate per 1000 population)		Illegitimate Births (rate per 1000 Live Births)	
	Michigan	Kent County	Michigan	Kent County
1960	24.9	26.5	36.9	27.0
1961	24.4	25.8	41.6	32.0
1962	23.0	24.3	43.8	36.6
1963	22.3	23.9	49.0	44.2
1964	21.6	22.7	55.5	50.2
1965	20.3	21.0	65.4	61.0
1966	19.9	20.1	74.2	68.7
1967	18.9	19.1	82.4	75.0
1968	18.3	17.9	90.9	87.4
1969	19.0	18.9	98.5	94.4

ACHPU
1/71 Research Department

RESIDENT LIVE BIRTHS



Prepared by: KENT COUNTY HEALTH DEPARTMENT

Source: MICHIGAN DEPARTMENT OF PUBLIC HEALTH, ACHPU, 1/71

CHAPTER VII

RESEARCH ACTIVITIES

Research was outlined by the staff and conducted throughout the length of the project.

The projects that were written up and published form the contents of this chapter. However, before discussing the formal research projects, it should be pointed out that there was constant use of student and teacher input into both program and objectives of the Educational Park. It would be impossible to incorporate the detail of these research and evaluative activities in this report.

One piece of year-long research that was not completed was a study of attendance habits of students under different sets of rules.

Three sets of attendance rules were established and Educational Park classes were randomly assigned one of the three classifications. It was possible for one teacher to be teaching under all three conditions.

1. The student was totally responsible for his or her own attendance. The consequences of non-attendance were nothing more than whatever the student's grade might suffer from missing work.

2. A rigid reporting of each absence daily to the base high school was made, and whatever the penalties of the base school were for non-attendance were meted out to the Educational Park student.

3. Teachers called individual students' parents after a student had been absent twice.

Strict accounting of absences was maintained, and at year's end the data were to be subjected to statistical analysis. Two weeks before the close of school, a conflict arose at one of the base high schools forcing its closing and a year's careful data collecting went "out the window."

However, we were able to "eyeball" the first semester data, and, without drawing any conclusions, it can be reported that attendance was best in group 1 and lowest in group 2. The second semester data in which the classification of the classes was again randomly changed are missing and none of the data have been subjected to any sort of statistical treatment.

The reported research follows in the order of its completion.

A STUDY OF THE REASONS GRAND RAPIDS STUDENTS DROPPED EDUCATIONAL PARK COURSES BETWEEN ENROLLMENT AND THE START OF SCHOOL

December, 1969

INTRODUCTION

The purpose of the Grand Rapids Educational Park project is to develop the best possible working model of an area center located in downtown Grand Rapids which would offer specialized courses for junior and senior students residing in the Grand Rapids metropolitan area. In order to accomplish this purpose,

it was necessary to:

1. Establish courses which would attract students.
2. Get students to enroll in these courses.
3. Provide means for the students to attend courses.

This study deals in part with the ability of the Educational Park to accomplish these tasks for the 1969-70 school year. The results of this study cannot and should not be construed as representing a public image or student image of the Educational Park. This study deals only with those students who dropped out of the Educational Park before they ever attended a class. The entire purpose of the study is to determine the students' reasons for dropping.

A six-step procedure for enrolling students and establishing Park courses was established. The chronology of the procedure was as follows:

1. A list of all courses which could be offered in the Grand Rapids system for the 1969-70 school year was made available to the counselors.
2. The counselors, working with the student on an individual basis and in some cases in group situations, enrolled the students in the courses which met their program needs and interests.
3. The principals, director of secondary education, and the Educational Park staff met on February 19, 1969 to review course enrollments and facility and staff needs for each course and decided which courses should be in the Park. This decision was made on the basis of the following:
    a. Are there too few students enrolled to provide a class in the base high school?

b. Does the course require expensive facilities?

c. Does the course require specially trained teachers?

4. After the courses which were to be held in the Park were identified, a meeting was held at three of the public high schools (Creston, Ottawa, and Union). The Ottawa meeting was conducted by Mr. Carlson. The Creston and Union meetings were conducted by Dr. Grove. At these meetings, students were told that they would have courses in the Educational Park; they were told which courses would be in the Park; and they were given some information about the operation of the Park. They were then told that if they wanted to drop the course they should do so as soon as possible in order to avoid confusion at the beginning of the school year. These meetings were held after March 5, 1969, and before April 15, 1969. Students at Central High School were not told of Educational Park courses because many of the courses were planned for Central High School, and the bussing situation was not a factor for Central High School students.

5. In May a list was produced by the data processing center of all students electing courses in the Educational Park. From this list, final decisions were made on the number of sections of classes needed to accommodate the student enrollment and the staff required to meet these needs.

6. Students were again given the option to change courses after August 15, 1969.

The preceding steps were taken in order to provide an orderly procedure for establishing Park courses, enrolling students, and determining staff and facility needs. It was especially important to the Educational Park staff to acquaint students with Educational Park courses so they could be given the option to drop the course once they found out it was in the Educational Park. It was felt that an early identification of Park

classes would allow all students who did not like the idea of leaving their base schools a chance to drop the course before staff had been hired and facilities obtained. It was further assumed that the change in programs which would occur in the last two weeks in August and the first week in September would be minimal. This was not the case. For example, a study made by Mr. Williams on May 1, 1969, showed the following changes from the first enrollment to the April 15, 1969, enrollment.

Ottawa

Student Elections		
	1st Tally	610
	2nd Tally	577
	Loss	33
Percent of Change	-5.4%	

Creston

Student Elections		
	1st Tally	750
	2nd Tally	752
	Gain	2
Percent of Change	+.27%	

Central

Student Elections		
	1st Tally	553
	2nd Tally	515
	Loss	38
Percent of Change	-6.9%	

Union

Student Elections		
	1st Tally	546
	2nd Tally	613
	Gain	67
Percent of Change	+12.2%	

Total Student Elections

1st Tally	2,459
2nd Tally	2,457
Loss	2

As can be seen, the changes were minor. Additional changes were made until the end of the school year. Table I shows the percentage of change which occurred from June to the beginning of school. In some schools the change was substantial. For example, Creston High School indicated a need in June for 642 student class elections. The September enrollment revealed a need for only 374 class elections, a 41.8 percent change. Although Creston had the highest percentage of change, Union followed closely with 38.7 percent, Ottawa had 16.4 percent, and Central had 9.4 percent. In every case, fewer students attended the Park classes in September than was indicated in June. The result was that many of the classes were smaller than originally established, and some of the classes had to be dropped and teachers reassigned. The total change for the four public schools was minus 28.2 percent. This percentage results from the fact that the public schools indicated a need for 2,062 class elections, and the actual need at the beginning of classes in September was for 1,481 class elections.

There are several possible reasons for the change, but most of these reasons could be categorized under one of the two following:

1. The student changed his mind over the summer and

TABLE 1

CHANGE AND PERCENT OF CHANGE IN EDUCATIONAL PARK COURSE ENROLLMENTS FROM JUNE 1969 TO SEPTEMBER 1969 IN THE FOUR GRAND RAPIDS PUBLIC HIGH SCHOOLS

Course	Enrollment														
	Central			Creston			Ottawa			Union			Total		
	June	Sept.	% of Change	June	Sept.	% of Change	June	Sept.	% of Change	June	Sept.	% of Change	June	Sept.	% of Change
World Literature	6	9	+50.0	1	1	0	5	3	-40.0	22	16	-37.5	34	29	-14.7
Creative Writing	12	13	+ 8.3	14	9	-35.8	14	5	-64.3	5	3	-40.0	45	30	-33.3
A.P. English	1	2	+100	11	9	-18.1	1	2	+100	6	5	-16.7	19	18	- 5.3
Drama	5	6	+20.0	16	10	-37.5	22	14	-36.3	16	7	-56.3	59	37	-37.3
Geography 1	4	0	-100	1	0	-100	7	0	-100	1	0	-100	13	0	-100
Social Problems*	3	9	+300	12	12	0	20	22	+10.0	8	2	-75.0	43	45	+4.6
World History	13	4	-59.3	14	6	-57.2	4	2	-50.0	1	1	0	32	13	-59.4
Latin-American History	21	15	-28.6	0	0	0	2	1	-50.0	0	0	0	23	16	-31.5
A.P. European History	3	4	+33.3	11	3	-72.1	0	1	+100	1	1	0	15	9	-40.0
A.P. U.S. History 1	4	0	-100	23	0	-100	0	0	0	4	0	-100	31	0	-100
Anthropology*	10	5	-50.0	9	12	+33.3	7	9	+28.5	3	1	-66.6	29	27	- 6.9
Psychology*	13	42	+223	53	31	-41.6	30	38	+26.6	27	23	-14.9	123	134	+ 8.9
Non-Western World	4	4	0	0	1	+100	8	6	-25.0	0	1	+100	12	12	0
Industrial Math 1	0	0	0	22	0	-100	3	0	-100	12	0	-100	37	0	-100

TABLE 1 continued

Course	Enrollment														
	Central			Creston			Ottawa			Union			Total		
Course	June	Sept.	% of Change	June	Sept.	% of Change	June	Sept.	% of Change	June	Sept.	% of Change	June	Sept.	% of Change
Math IV	65	48	-26.2	63	52	-17.5	66	62	- 6.1	55	46	-16.4	249	208	-16.5
Computer Math	8	3	-62.5	22	12	-44.5	9	5	-44.5	33	25	-24.3	72	45	-37.5
A.P. Math	0	0	0	6	2	-66.6	3	8	+166.6	1	0	-100	10	10	0
Black History	1	4	-60.0	3	7	+133.3	4	14	+250	33	15	-64.6	41	40	- 2.5
African Languages	31	17	-45.2	17	6	-64.8	37	18	-51.4	9	10	+11.1	94	51	-45.8
Latin III	7	2	-61.5	11	11	0	2	2	0	0	0	0	20	15	-25.0
Latin IV	0	0	0	9	10	+11.1	3	2	-33.3	0	0	0	12	12	0
French III	8	4	-50.0	12	13	+ 8.3	8	9	+12.5	16	7	-56.3	44	33	-25.0
French IV	5	3	-40.0	4	3	-25.0	7	6	-14.3	7	8	+14.2	23	20	-13.9
Russian	6	7	+16.0	4	4	0	5	2	-60.0	7	2	-71.5	22	15	-32.9
Spanish III	7	7	0	10	6	-40.0	14	7	-50.0	7	3	-57.2	38	23	-39.1
Spanish IV	0	1	+100	2	2	0	7	7	0	0	0	0	9	10	+11.1
German III	3	3	0	2	1	-50.0	1	0	0	13	5	-61.6	19	9	-52.7
Physics	48	40	-26.7	55	49	-11.0	59	60	+1.6	50	42	-16.0	212	191	-10.0
A.P. Biology	5	0	+100	7	0	-100	2	0	-100	8	0	-100	22	0	-100
A.P. Chemistry	1	1	0	3	4	+33.3	1	0	-100	3	2	-33.3	8	7	-12.5
A.P. Physics	1	0	-100	5	3	-40.0	2	1	-50.0	7	5	-29.6	15	9	-40.0
Steno-Transcription II	12	9	-25.0	7	3	-57.2	17	13	-23.6	15	6	-60.0	51	31	-39.3
Business English	0	0	0	0	0	0	0	0	0	14	8	-42.9	14	8	-42.9
Business Law	0	0	0	12	4	-66.6	4	4	0	9	2	-77.8	25	10	-60.0

TABLE 1 continued

Course	Enrollment														
	Central			Creston			Ottawa			Union			Total		
	June	Sept.	% of Change	June	Sept.	% of Change	June	Sept.	% of Change	June	Sept.	% of Change	June	Sept.	% of Change
Distributive Education(11)	8	4	-50.0	34	14	-58.9	21	14	-33.3	2	1	-50.0	65	33	-49.3
Distributive Education(12)	6	10	+66.6	28	19	-32.2	16	15	- 6.3	8	6	-25.0	58	50	-13.8
Electronics	6	4	-33.3	21	9	-57.2	7	3	-57.2	10	9	-10.0	44	25	-43.2
Vocational Machine Shop	11	10	- 9.1	3	0	-100	2	1	-50.0	1	0	-100	17	11	-35.3
Welding	13	5	-61.6	1	0	-100	2	1	-50.0	5	1	-80.0	21	7	-66.6
Graphic Arts	10	7	-30.0	16	7	-56.3	5	5	0	6	4	-33.3	37	23	-39.9
Shoe Repair	5	2	-60.0	1	0	-100	1	2	+100	5	6	+20.0	12	10	-16.9
Vocational Foods I	7	7	0	0	0	0	4	2	-50.0	0	0	0	11	9	-18.2
Vocational Foods II	0	0	0	10	4	-60.0	0	1	+100	2	3	+50.0	12	8	-33.3
Auto Mechanics 2	14	15	+ 7.1	21	12	-42.9	11	12	+ 9.0	32	14	-56.3	78	53	-32.1
Aviation	7	6	-14.3	16	8	-50.0	6	4	-33.3	8	5	-37.5	37	23	-57.9
Clothing-Tailoring	21	28	+33.3	6	4	-33.3	19	15	-21.1	10	5	-50.0	56	52	- 7.2
Consumers Education	8	8	0	7	0	-100	0	1	+100	1	0	-100	16	9	-43.8
Home Management 3 Interior Design Housing 3 Family Health 3	9	16	+77.7	35	11	-68.5	17	12	-29.5	6	5	-16.7	67	44	-34.4
Home Economics for Boys	3	11	+36.6	2	0	-100	4	0	-100	7	0	-100	16	11	-31.3
Totals	435	394	- 9.4	642	374	-41.8	489	409	-16.4	496	304	-38.7	2062	1481	-28.2

TABLE 1 continued

* Semester courses offered both semesters - June enrollment reduced by 1/2
1 Courses not offered because of insufficient September enrollment
2 Students had to be dropped because of limited facilities
3 Second semester courses

Source: Data Processing summary of enrollments, teacher class lists, calculations by Educational Park staff

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decided that he did not want to go to the Educational Park and leave his base school.

2. The student had a schedule conflict which did not allow the kinds of courses he wanted to take in the Educational Park and at the base school.

It is important in planning for the future to determine the causes for the large percentage of drops when the students returned to their schools in the fall. It seemed incumbent on the Park staff to try to determine the reason(s) for this drastic change. Accordingly, a questionnaire was initiated to determine those factors that were important enough to cause students to drop courses to which they had previously been committed. This check-list contained seven reasons most frequently verbalized by both students and adults whenever the Educational Park was discussed. The addition of an "other" category provided the opportunity for students to record a response not covered by the other seven items (Appendix I). It was possible, and very probable, that many students would make more than one response.

After drawing up the questionnaire, a mailing procedure was decided upon as the method of distribution and collection of data. A total of 564 questionnaires were mailed. Only the questionnaire and the return envelope were included in the mailing. The only explanation to the student was the one that appeared at the top of the questionnaire.

The selection process was very simple. The data center printouts for each high school of May, 1969, were examined

against the Educational Park class lists for September, 1969. Those students whose names appeared on the printouts but not on class lists were selected to receive a questionnaire. (It was acknowledged that some student names would appear on the mailing list who might not be scheduled until second semester, and that there might also be cases where students had changed courses and were still in the Park. Questionnaires were sent to these students. These responses were to be rejected for the purposes of the study, but were to be accounted for in the final count of returns.)

In each letter, a self-addressed, stamped return envelope was enclosed; and the letters were addressed directly to the student. Addresses were obtained from the fourth Friday enrollment printout for the Grand Rapids public high schools. By using this list as the master mailing list, it was possible to delete from the study those who had not returned to school. (In actual fact, of those responding, only one had subsequently moved away; and one other was in the armed forces.)

Having identified those students to whom questionnaires were to be mailed, each was numerically coded in such a manner as to identify the student, the course or courses dropped, and the base high school. The student was guaranteed anonimity to encourage frank comments if one cared to make them.

As the returns were received the information was transferred to IBM punch cards for data processing analysis.

Table 2 accounts for the questionnaires mailed, received and used in the study.

ANALYSIS OF DATA

Since there was neither an opportunity to field test the instrument used to collect data nor any comparable group of students to use in a field test, it was necessary to check the validity of the questionnaire in another manner.

The hypothesis tested stated that if a student changed his educational plans, he would drop the course regardless of whether it was held in the Park or at his base school.

The single classification chi square test was used. The results of running the test supported the hypothesis at the .05 level of significance.

In reporting the data, each item on the questionnaire will be treated in the order they appeared on the instrument (Appendix I).

Bussing

As a reason for dropping courses, bussing would be expected to have less importance for Central students than for students from the other city high schools.[1] So far as distance traveled was concerned, there was little difference between

[1]Central High School is located in the proposed cultural-Educational Park area with 42% of the classes held at Central now. Very few Central students would need transportation.

TABLE 2

NUMBER AND PERCENTAGE OF QUESTIONNAIRES
RETURNED, REJECTED, AND STUDIED BY SCHOOL

School Name	Number Mailed	Number Not Returned	%	Number Returned	%	Number Rejected[1]	%	Number Studied	%
Central	86	46	53.5	40	46.5	9	22.5	31	77.5
Creston	183	78	42.6	105	27.4	34	32.4	71	67.6
Ottawa	98	56	57.2	42	42.8	10	23.8	32	76.2
Union	197	102	51.8	95	48.2	29	30.5	66	69.5
Totals	564	282	50.0	282	50.0	82	29.1	200	70.9

[1] Questionnaires were rejected for one or more of the following reasons:
Second semester enrollees only
Student included by error
Card punching errors that resulted in students being enrolled even though they never intended enrollment
Course #535 which was offered at both Creston and Union as well as the Educational Park was not an Ed Park course at those locations
Students who had changed courses but were still in the Park program

Source of Data: Questionnaire

Calculations by Educational Park Staff

Ottawa, Creston, Union, and the Educational Park. Therefore, if any significant number of young people from any one school replied to bussing, one might safely conclude that it was the perception of bussing and/or time involved rather than distance that would account for the differences.

Of the forty-six who responded to bussing as a reason for dropping classes, Union students provided twenty-one of the responses. Bussing was equated with time in the case of Union students. Fifteen of the twenty-one students from Union who checked bussing also checked item seven, the time away from base school item. Eight of twelve from Creston, five of eight from Ottawa, but only one of five from Central checked the same combination of responses.

Transportation was also a factor at Creston but far from the most important one. In fact, it ranked fifth in importance at Creston, third at Ottawa, and third at Central.

Table 3 tends to support the feelings of Union students when bussing is a factor in the decision of whether or not to drop a class. Table 4 expands Table 3. Data in Table 4 shows that, compared to all Union responses, bussing and too much time share the top spot in the decision to drop the Educational Park class. At Creston, when compared to all Creston student responses, bussing still ranked fifth in importance. Ottawa and Central students placed bussing third in their reasons for dropping Educational Park courses.

TABLE 3

FREQUENCY AND PERCENTAGE OF RESPONSE TO REASONS
FOR DROPPING COURSES

Reason	City	Central	%[2]	Creston	%[2]	Ottawa	%[2]	Union	%[2]
Bussing	46	5	10.9	12	26.1	8	17.4	21	45.6
Had No Car	14	2	14.2	6	42.9	0	0.0	6	42.9
Course Closed	15	1	6.7	5	33.3	6	40.0	3	20.0
Changed Educational Plans	61	11	18.0	20	32.8	10	16.4	20	32.8
Did Not Need Course	27	4	14.8	9	33.3	5	22.3	8	29.6
Schedule Conflicts	46	9	19.6	19	41.3	8	17.4	10	21.7
Too Much Time	57	3	5.3	23	40.4	10	17.5	21	36.8
Other[1]	42	5	11.9	15	35.7	5	11.9	17	40.5
Totals	307	40	13.0	109	35.5	52	16.9	106	34.6

[1] Generally associated with commitments either at home or job. Also lack of background for course, desire to remain at home high school, a recently incurred physical handicap.

[2] Percentages are by category of response.

Source of Data: October 22, 1969 study.

TABLE 4

FREQUENCY OF RESPONSE TO REASONS FOR DROPPING COURSES
WITH PERCENTAGES BY ATTENDANCE AREA[2]

Reason	City	%	Central	%	Creston	%	Ottawa	%	Union	%
Bussing	46	15.0	5	12.5	12	11.0	8	15.4	21	19.8
No Car	14	4.6	2	5.0	6	5.5	0	0.0	6	5.7
Course Closed	15	4.9	1	2.5	5	4.6	6	11.6	3	2.8
Changed Educational Plans	61	19.9	11	27.5	20	18.3	10	19.2	20	18.9
Did Not Need Course	27	8.8	4	10.0	9	8.2	5	9.6	8	7.5
Schedule Conflicts	46	15.0	9	22.5	19	17.4	8	15.4	10	9.4
Too Much Time	57	18.6	3	7.5	23	21.1	10	19.2	21	19.8
Other[1]	42	13.2	5	12.5	15	13.9	5	9.6	17	16.1
Totals	307		40		109		52		106	

[1] Generally associated with commitments either at home or job. Also lack of background for course, desire to remain at home high school, a recently incurred physical handicap.

[2] Percent of number in each category to total for city, total for Central, etc.

Source of Data: October 22, 1969 study.

It is difficult to account for the Central responses and the significance they attributed to transportation as a negative factor. It is possible that the very scattered Educational Park program of 1968-69 was the image that was in the minds of Central students when they responded. Central's number of responses was low, and the percentage may be skewed upward. However, Ottawa students assigned the same rank to bussing as Central even though they had farther to travel. During 1968-69, Ottawa students participated more actively than others in the program. Conversely, it is very possible that their perception of transportation had been modified through experience.

Bussing is thought to have an unpleasant connotation for many parents of high school students. As a reason for dropping courses, it ranks third along with conflicts in importance in the minds of students.

To determine to what extent parents played a role in influencing their children to check bussing as a reason for dropping courses, all of the Item 1 responses that also had "parents" checked as an influencer (see Appendix I) were counted. Of the forty-six responses to the bussing item, only ten had checked parents as the source of advice. Among the respondents it would appear that bussing presents less of a negative aspect to parents than to students.

As bussing becomes more prevalent throughout the city, it

is not unrealistic to project a growing acceptance of bussing as a part of the total educational process.

No Car

This very obviously was of very little significance in the minds of students as a reason for dropping a class. In point of fact, it should not be with a transportation system available to students. However, it was a factor that was mentioned on several occasions, and seemed to be important enough to make inquiry in the study.

Course Closed

This also was of no great significance. It was something over which the student had no control, and affected a very limited number of students.

Changed Educational Plans

It was expected that a change of educational plans would produce an important number of responses. City wide it led the list of reasons for dropping courses. It also led the list at Central, tied with another for top spot at Ottawa, and was in second place at both Creston and Union.

Bussing, time, or job commitments as a reason for changing educational plans drew few responses. Of the sixty-one replies, only eight or 13% had other responses checked that were time oriented. Twenty-two of the sixty-one (36%) indicated that

the educational change was associated with other factors than time. In 51% of the cases, the response stood alone as a reason for dropping a course. It is reasonable to presume that the 51% includes every conceivable reason why any person might alter their educational plans, including those already mentioned.

Found I Did Not Need The Course To Graduate

Only 8.8% of the students responding indicated this as a reason for dropping the course. It was frequently a response checked in combination with other responses. When it did appear, it was most often in combination with the change in educational plans item. It rarely stood by itself. Eighteen of the twenty-seven times this reason was used, it appeared in connection with academic courses. The remaining nine instances involved vocational courses. Adequate supporting data for further speculation as to the reasons for the student identifying this lack of need are not present in this instrument nor were they intended to be part of this project.

Unresolvable Schedule Conflicts

This item ranked in importance alongside bussing as a reason for dropping courses. In about half the cases (20 of 46) the item was used in conjunction with another of the items having to do with time, both school time and job time as was brought out in the comments and designations of "other".

This category assumed varying degrees of importance from one school to another. At Central it ranked second in importance followed by third at Creston and Ottawa and fifth at Union.

Of all the high schools in the city, Central should have had the least trouble with conflicts because Central students did not need to block in the extra period for transportation. To attempt to reconcile the Central responses to this item, the evaluator went back to the response sheets to look for reasons in the comments or to find what courses allegedly provided the conflicts. One was a conflict with a job, another a conflict that must have been associated with credit deficiencies rather than two classes meeting at the same time. The remaining cases defy an explanation. The conflicts seemed to exist more in the student's mind than in fact for they all involved multiple section courses.

The travel time element could very well cause some schedule problems for students at the other three high schools - and did - but the schedule problem did not assume the importance to those students that it did to Central students.

Too Much [illegible]m Base High School

Many students perceived this as the major reason for dropping Educational Park courses. It either shared the top position or was the prime reason for dropping in three of the four high schools. The fact that Central students assigned so little

importance to this item only reinforces the significance of the students' responses from Creston, Ottawa, and Union.

To solidify the conclusions that follow and assure that students who checked this item were not equating this time factor with job requirements, all responses were examined to determine how many checked both items seven and eight of the questionnaire. Since practically all of the responses to the "other" category of reasons for dropping courses were job oriented (see footnote 1, Table 3), it was assumed that if the reason for checking too much time was associated with jobs, then both items would be checked in most instances. Actually, of the fifty-seven who checked the time item, only nine checked the "other" category; and of the nine, only four were job oriented.

Most students seem to want to identify with their home high school. Everyone connected with this project shares this view and encourages it. The Educational Park promotes no co-curricular activities, does no direct scheduling of students, provides no staff supportive services apart from the base high schools, refers disciplinary action to the base high school, and the Park schedule is designed to provide maximum opportunities for student participation in base school activities. The student's point of reference is the base high school.

The implications of this response referred directly to the manner in which the student used his school time. This dictates

an even closer cooperation between Park and home school and more precise methods of scheduling students. The implications inherent in the responses to this item constitute a major recommendation of this study and are treated in that section.

Other

This category was included to hopefully pick up the more unique and perhaps personal reasons students had for dropping Educational Park courses. What it picked up was an unexpectedly large number of job commitments either for the student or parental job commitments that required the student's presence at home presumably to help with the family chores and/or to care for younger members of the family while both parents were at work.

When compared to the number of responses to this category from all schools (42), Creston and Union students accounted for 76.2% (32) of the responses. From any information in the returns, there is no accounting for this. Both attendance areas are substantially the same socially and economically. Both areas perhaps do contain a few more of the types of retail and service opportunities for youth employment than the other two. However, neither contains the downtown shopping area.

No effort was made to determine the reasons for students working. This is possibly a weakness in the study for the working student has implications for both the Educational Park and the base high schools as the schools of Grand Rapids look ahead.

However, at the time it seemed wise to limit this study to its present boundaries.

If You Dropped The Course On The Advice Of Another Person, Please Check The Source Of Your Advice

Compared to the 307 responses to the preceding items, the 109 responses made to all categories in this section appeared to be a disappointing return (Table 5). In reality it was not. The phrasing would tend to eliminate any student from indicating any category who read the statement carefully, and made his own decision.

If one takes the "other" responses (24) (see Table 5) and adds to it the balance of the students who made no response to any of the items in this section of the questionnaire, 132 or 66% of the 200 included in the study made their own decision on whether or not to drop an Educational Park course.

First in importance, other than self, in decision making influence was the counselor, and in a very few instances counselor and parents were both checked.

The students did not recognize friends as important decision influencers when it came to making an educational decision, and their teacher's opinions were rarely a factor in decisions to drop a course. It seemed quite clearly evident that within the framework of school, where choices could be exercised, students made up their own minds.

TABLE 5

FREQUENCY OF RESPONSE TO QUESTION "WHO EXERTED THE MOST INFLUENCE IN THE DECISION TO DROP AN EDUCATIONAL PARK COURSE

Category	City	Central	%[2]	Creston	%[2]	Ottawa	%[2]	Union	%[2]
Parents	29	7	24.1	6	20.6	4	14.1	12	41.2
Counselor	36	6	16.7	14	38.9	4	11.1	12	33.3
Teacher	5	1	20.0	1	20.0	2	40.0	1	20.0
Friend	15	2	13.3	1	6.7	4	26.6	8	53.4
Other[1]	24	4	16.6	4	16.6	4	16.6	12	50.0
Totals	109	20	18.4	26	23.9	18	16.5	45	41.2

[1] Generally "me," "myself," or some other indication of first person singular.

[2] Percentages are by category of response.

Source of Data: October 22, 1969 study.

If The Course You Elected Had Been Offered At Your Base School Would You Still Have Dropped The Course?

The responses to this question indicate that where the course was held was not the reason for dropping it 66% of the time, a fact which should be most helpful as principals and Park staff prepare the 1970-71 list of courses. It should be equally helpful to counselors as they talk with students.

This item was used as a part of the framework to apply the X^2 test referred to earlier in this narrative (see page 9). It was, in fact, the major ingredient of the stated hypothesis.

Before You Enrolled, Did You Have All Of The Information You Needed To Make Your Decision?

One of the surprising responses came to this question. More young people indicated they did not have sufficient information than those who did - 95 to 86. It is difficult to understand how a more complete approach to the students could be made short of a one to one counselor-student relationship. It seems obvious that group types of approaches leave something to be desired. This would seem to have implications for both the Educational Park staff and the base high school counseling staff to coordinate their efforts at enrollment time.

The types of information asked for in the student comments are not available at the time of enrollment. Many students indicated that they wanted to know where the course was to be held, i.e. base school or Educational Park, who would be teaching the

course, what time of day it was to be held, etc. These decisions in most instances cannot be made until after initial enrollments are in. The information relating to number wanting a course, for example, is one of the conditions upon which a decision rests as to whether the course will be in the base high school or the Educational Park.

Some few responded that they would have liked to know their status credit wise with regard to graduation. Being familiar with counseling procedures in Grand Rapids high schools leads the evaluator to regard these comments with some suspicion. Except for failures that are generally not known with certainty until school is out, the information alluded to in these comments is available to the student at any time with no more effort on his part than making an appointment with his or her counselor. In some instances, even this is done for him.

Comments

Of the 200 responses used in this study, 104 had some sort of comment under the question "What additional information would have been helpful to you?"

Not all who commented addressed themselves to the question. A very few of the 104 took this opportunity to express their views on integration, the Master Plan, bussing, how we used time, and a feeling that high school students needed a more rigidly structured experience.

Ninety-three of the 104, however, addressed themselves to the question as asked, and almost without exception; the information had to do with operational details of one sort or another with scheduling having the greatest response. Students wanted to know time of class, place class was to be held, time of bus schedules, time away from the base high school, and similar bits of information. Some seemed to be unaware of how they got into or out of Park classes in the first place.

As a side comment in a rather significant number on instances, reference was made to a desire to be able to sit down with counselors and review credit needs for graduation, and for counselors to be able to discuss the operation of the Educational Park with more authority.

The nature of the comments that were made very safely leads one to the conclusion that there must be better communication between the Educational Park and the base high school counselors, and that the whole process of scheduling needs some revision.

Summary

Tables 3 and 4, pages and of this report indicate the relative positions of the reasons for dropping courses among the respondents from each of the four high schools. However, the following simplified chart will indicate the rankings of the reasons for dropping courses within each school and throughout the city.

Reason	Rank At Central	Rank At Creston	Rank At Ottawa	Rank At Union	Rank In City
Bussing	3	5	3	1	3
No Car	7	8	8	7	8
Course Closed	8	7	7	8	7
Changed Plans	1	2	1	3	1
Not Needed	2	3	3	5	6
Schedule Conflicts	5	6	5	6	3
Too Much Time	6	1	1	1	2
Other	3	4	5	4	5

The significance of the responses has been discussed in the preceding pages.

Table 6 is made a part of the summary deliberately. To have included it with the information contained in Table 1 could have been confusing. It is included here only for the interest it may have to some. It does show, among the group studied, those courses most frequently dropped in favor of something else either in the curriculum or for jobs. It may be that some weight should be given the reported results when the Educational Park program for 1970-71 is being planned. However, at this time the Park staff is reluctant to assign a specific weight to these results. There were too many variables. For instance, no one knows to what extent the boycott influenced drops from Black History or why all of the reported instances of students dropping Black History came from one high school.

To better serve the purposes of planning for 1970-71, Appendix II of this study has been prepared showing the progression of drops from February, 1969 to June, 1969 to September, 1969 by school and by subject. It should not be confused with

TABLE 6

EDUCATIONAL PARK COURSES DROPPED AND
FREQUENCY OF DROP AS REPORTED IN QUESTIONNAIRES RETURNED

Course No.	Course Name	City	Central	Creston	Ottawa	Union
398	Psychology	25	1	16	3	5
421	Analysis	13	2	5	3	3
379	Social Problems	11	0	3	4	4
431	Black History	10	0	0	0	10
583	Interior Design	9	1	5	3	0
538[1]	Auto Mechanics	9	0	2	2	5
426	Computer Math	8	1	3	1	3
568	Home Management	8	2	5	0	1
432	Black History (2nd Sem.)	7	0	0	0	7
512	Stenography-Typing II	7	1	2	2	2
521	Distributive Education II	7	1	3	1	2
358	Creative Writing	6	0	3	2	1
366	Drama	6	0	3	3	0
382	World History	6	4	2	0	0
397	Anthropology	6	3	1	2	0
489	Physics	6	1	2	0	3
519	Distributive Education I	6	1	5	0	0
412	Industrial Math	5	0	1	1	3
453	Spanish III	5	0	3	2	0
551	Aviation	5	0	5	0	0
566	Adv. Clothing-Tailoring	5	2	0	2	1

TABLE 6 - Continued

Course No.	Course Name	City	Central	Creston	Ottawa	Union
386	A.P. U.S. History	4	1	3	0	0
427	Computer Math (2nd Sem.)	4	0	0	0	4
439	African Languages	4	2	0	2	0
447	French III	4	1	0	0	3
449	Russian	4	1	0	0	3
515	Business Law	4	0	3	0	1
535	Vocational Foods I	4	1	1	2	0
586	Home Economics for Boys	4	0	0	0	4
525	Vocational Electronics	3	1	2	0	0
532	Vocational Graphic Arts II	3	0	2	0	1
443	Latin III	2	1	1	0	0
457	German III	2	0	0	0	2
494	A.P. Chemistry	2	0	1	0	1
527	Vocational Machine Shop II	2	2	0	0	0
531	Vocational Graphic Arts I	2	1	1	0	0
537	Vocational Carpentry (Wyo.)	2	0	2	0	0
354	World Literature	1	0	0	0	1
383	Latin-American History	1	1	0	0	0
385	A.P. European History	1	1	0	0	0
399	Non-Western World	1	0	0	1	0
493	A.P. Biology	1	0	1	0	0
514	Business English	1	0	0	0	1
526	Vocational Electronics I	1	0	1	0	0
529	Vocational Welding	1	1	0	0	0

TABLE 6 - Continued

Course No.	Course Name	City	Central	Creston	Ottawa	Union
536	Vocational Foods II	1	0	0	0	1
567	Consumer Education	1	0	1	0	0

[1] Enrollment was limited by quota. It is very probable that these students were arbitrarily eliminated.

Source of Data: Questionnaire.

Calculations by Educational Park Staff.

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or compared with the data as reported in Table 5.

Still another point of view to explore is the use of time as it is perceived by the respondents. Among the eight items probing reasons for dropping Educational Park courses are three (1,2,7) dealing directly with the time factor as it affects a student's schedule. As it turned out, the eighth one was equally important because it involved time needed for work in most all instances.

If the question is asked, "How important is the time factor in the determination of whether or not to come to the Educational Park," one would be led to the conclusion that it is very important. One hundred fifty-nine of three hundred seven responses (51.7%) were time oriented. It should be pointed out that these data included all of the perceptions held by students from time on the busses to time needed for their jobs. In was a general classification, not a specific.

This very likely says a number of things.

1. To many students, work is important if not essential. Perhaps our economy makes these kinds of demands on students.

2. It appears that both students and parents are reluctant to accept a lengthened day in the interests of education. School does not have a very high priority in the minds of about half the people who dropped from Educational Park courses.

3. If jobs are this important, and they seem to be, education may very well be missing a fine opportunity to make a significant impact on the community and students when we simply allow the student to drift

from school to job. It would seem to be equally important to the student who is terminal at the twelfth grade and the one who is college bound to somehow make the work experience a meaningful part of the total educational experience.

RECOMMENDATIONS

1. Adopt a specific scheduling format which is followed throughout the city.

It is evident that a significant portion of the students who dropped Educational Park courses did so because of unresolvable schedule conflicts (see Tables 3 and 4). There will always be a few unresolvable conflicts, but we think this number can be reduced by adopting a specific scheduling format which is followed by all schools participating in the program. This format should include the following principles:

a. Each sending school should operate on a seven period day. This seven period day should be set up so that 50% of the students would be in attendance first hour and 50% in attendance seventh hour. Students attending first hour should not be required to be in attendance seventh hour and vice-versa. The only students in attendance both first and seventh hour would be those who have exceptionally heavy schedules or have schedule conflicts. Teachers should not be required to be on the job both first and seventh hours unless there are facility limitations or schedule conflicts. Theoretically, a seven period day would look like this:

Period	No. of Classes	No. of Students	No. of Teachers on Duty
1	30	1000	40
2	60	2000	80
3	60	2000	80
4	60	2000	80
5	60	2000	80
6	60	2000	80
7	30	1000	40

b. The Educational Park schedule should be completed in advance of work on the base school schedules, and the Educational Park schedule should become a part of the base school schedule. The Educational

Park selections, including transportation time, should be entered on the blank base school schedule before any other selections are inserted, with the exception of the high conflict- singleton sections of choir and band. These courses should be placed on the schedule first and be at the same time for each school in the system.

The following sequence of events and timing should prevail: (This schedule meets requirements established by the director of secondary education.)

1.	Initial student selections	February 5, 1970
2.	Student class tallies	February 6, 1970
3.	Determination of location of courses	February 9, 1970
4.	Inform students who must leave building	February 10, 1970
5.	Program all changes because of course locations	February 17, 1970
6.	Run conflict matrix for Educational Park classes	February 18, 1970
7.	Develop schedule for Educational Park	March 2, 1970
8.	Reprogram all student schedule cards which are forced into a single time block	March 9, 1970
9.	Conflict matrix for base school	March 10, 1970
10.	Base school schedule completed	March 17, 1970
11.	First simulated run	May 1, 1970

In order to appreciate how each of these steps might effect a student's schedule, let's take a hypothetical student through the process.

John Jones is a senior at Union. Sometime in January his counselor presents him with the list of courses which are to be offered for the next school year and asks him to make a decision. He decides he wants to take Physics, A.P. Math, English, Government, Russian II, and choir. He signs up for these courses, and his choices are converted to an IBM schedule card (step 1). His IBM schedule card along with all the others in the city are tallied, and we find the number who want to take each course by school and by total city (step 2). The principals then get together to determine whether the course will be a base school course or an Educational Park course (step 3). After this determination is made, someone tells John that he will have to leave his building to take physics, A.P. mathematics, and Russian II (step 4). If John does not want to do this, he changes his schedule to take only in-house courses (step 5). After John has decided his final schedule, his card, along with all other cards which include Educational Park offerings, are taken to the data center and a conflict matrix is made (step 6). From the conflict matrix, the Educational Park schedule is constructed (step 7). The Educational Park schedule has an extra dimension over the base school schedule. In normal scheduling procedures singletons are scheduled first, then doubletons, and finally multiple selection courses. This is done in order to avoid offering two singleton courses at the same time which are required by the same person. We must do this in the Educational

Park, but we must also schedule the courses that one person wants to take close together so that he will not have to come to the Park more than once a day.

After the Educational Park schedule is made, all students having single time block options are assigned an Educational Park number and this number replaces the Educational Park courses on the student schedule card (step 8). Students assigned these numbers would be those with more than one course in the Educational Park without any choice of when they have these courses. John's schedule is typical of this option requirement. Russian II will be offered only once during the day. John must program his physics and math around this course. Therefore, if Russian II is offered in the Educational Park first hour, then he must take physics and math second and third hours. Therefore, first, second, third, and fourth hours at the base school are scheduled. If a conflict is to be avoided, his other classes must be scheduled fifth, sixth, and seventh hours.

Then new conflict matrixes are run for each school (step 9), and each of the principals makes out the base school schedules (step 10). At this time, the first simulated run can be made to determine weaknesses in the schedule.

2. Determine exact responsibilities for each of the scheduling steps.

We recommend that the director of secondary schools, the high school principals, and the Educational Park staff jointly

determine exact responsibilities for each of the scheduling steps.

With this approach, as with the Educational Park concept and the vocational skills centers (which are really only an extension of the high schools), the high school ceases to be an autonomous entity. Each high school must think of itself as a part of the whole and consider its actions in the light of how every student in Grand Rapids is affected.

A more detailed flow chart than that suggested on page 107 of this report would need to be developed. Nothing in the procedures should be left to chance; for example, the hope that someone might see fit to get the IBM cards from the data center back to the high school. A more critical procedure might be determination of whose responsibility it would be to incorporate the student's Educational Park schedule into his base high school schedule.

3. Establish more of a commitment on the part of the students toward the enrollment procedures.

It appears that many of the students take enrollment procedures lightly. They seem to feel that they can change their courses anytime they want to, so they just sign up for courses to keep everyone happy. Then in the fall, there is the annual scramble to change schedules in order to be with friends, find different teachers, get out of school earlier, etc. It is extremely difficult for any kind of advanced planning to take place under these circumstances. Therefore, it is our recommen-

dation that everything possible be done to develop an awareness on the part of the students that the enrollment procedures are important and binding. It is accepted that there are many legitimate reasons for changing courses. These include summer school, failure during regular school, and a legitimate change in the student's plans. These reasons do not account for the tremendous number of changes which take place, however.

The following statement attached to the March schedule might help to deter changes:

> I understand that this schedule is binding and cannot be changed without the mutual consent of the student, parent, and principal or his representative as agreed upon in a meeting of the three parties unless the student fails to meet prescribed prerequisites established by the school.

This statement or a similar one should be signed by the parent and the student.

> 4. Make sure that the students are aware of those courses in the Educational Park, and that they understand fully the mechanics of the program.

It is apparent that many of the students did not want to obligate the necessary time and energy to participate in the Educational Park programs. Students should be aware of those programs that are to be offered in the Park and should understand what this entails. This information will come after their initial enrollment procedures, and some students may require rescheduling. This is a necessary extra step, however. The students should understand that they must leave their building

to attend Educational Park classes, and that they will have to spend the equivalent of one class period each day in transportation and waiting time. On those courses which are in the Park simply because of low enrollments, this information should not be given prematurely because the course may return to the base school if enrollments are high.

5. Reduce the senior - work relationship.

Many of the seniors in the Grand Rapids public schools expect to spend some portion of their day working. In many cases, seniors will carry cnly two or three courses in order to work. This is true of both those students who intend to go on to college and the students who perceive high school as terminal. This practice shortens the amount of time spent in high school. The high school programs should be made relevant enough to require four full years in the program, not three and one half. Students could be kept in school by requiring them to be enrolled in courses granting at least four carnegie units per year. Relevancy requires more work and thought.

It would not be at all difficult to treat the apparent lack of student commitment and school scheduling difficulties statistically and produce both pompous statements and sophisticated tables to accompany them. The plain facts are that present student commitment to a program, once it is selected, is meager at best in the minds of roughly 20% of the people who dropped

out of Park courses. Add to this those who regard having a job as more important than school, and we are dealing with nearly 30% of this group.

If this percentage can be projected over the student population of the high schools, then it has negative implications for staffing, facilitating, and program budgeting. It also implies a negative image of the educational program in the minds of a substantial number of young people. It would seem a necessity that the Grand Rapids high schools quickly assume a more precise posture as to scheduling practices and procedures, schedule commitments, and educational requirements - especially for seniors.

APPENDIX I

Dear Student: October 22, 1969

When pre-enrolling for the 1969-70 school year, you elected one or more Educational Park courses. This fall your name does not appear on any class list.

We need your help to evaluate the program and to report to the federal government. Your reply will be held in strict confidence. Identification is by number only.

Please mark the responses to the questions below and return in the enclosed envelope. Many thanks for your help.

Gordon Williams
Research Coordinator
Grand Rapids Educational Park

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Check the responses that most nearly describe your reasons for changing your schedule out of Educational Park classes.

_____ I did not want to ride the busses
_____ I did not have a car
_____ The course was closed
_____ I changed my educational plans
_____ I found I did not need the course to graduate
_____ I had an unresolvable schedule conflict
_____ It would take too much time from my base high school
_____ Other - please specify

If you dropped the course on the advice of another person, please check the source of your advice.

_____ Parent
_____ Counselor
_____ Teacher at base high school
_____ Friend
_____ Other - please specify

If the course you elected had been offered at your base high school, would you still have dropped the course?

_____ Yes _____ No

Before you enrolled, did you have all of the information you needed to make your decision?

_____ Yes _____ No

What additional information would have been helpful to you?

(Use other side of sheet if necessary)

APPENDIX II

		Central			Creston			Ottawa			Union		
		Feb.	June	Sept.	Feb.	June	Sept.	Feb.	June	Sept.	Feb.	June	Sept.
354	World Literature	6	6	9	0	1	1	5	5	3	21	22	16
355	A.P. English	1	1	2	6	11	9	1	1	2	9	6	5
358	Creative Writing	12	12	13	13	14	9	10	14	5	4	5	3
366	Drama	5	5	6	15	16	10	23	22	14	16	16	7
378	Geography	2	4	0	2	1	0	7	7	0	1	1	0
379	Social Problems	7	3	9	23	12	12	40	20	22	11	8	2
382	World History	11	13	4	13	14	6	4	4	2	3	1	1
383	Latin-American History	21	21	15	0	0	0	2	2	1	0	0	0
385	A.P. European History	1	3	4	11	11	3	2	0	1	1	1	1
386	A.P. U.S. History	47	4	0	23	23	0	0	0	0	3	4	0
397	Anthropology	18	10	5	19	9	12	15	7	9	4	3	1
398	Psychology	14	13	42	99	53	31	62	30	38	32	27	23
399	Non-Western World	0	4	4	0	0	1	8	8	6	0	0	1
412	Industrial Math	0	0	0	20	22	0	3	3	0	14	12	0
421	Math IV	61	65	48	61	63	52	57	66	62	50	55	46
426	Computer Math (1)	9	8	3	25	22	12	11	9	5	34	33	25
428	A.P. Math	0	0	0	5	6	2	2	3	8	1	1	0
431	Black History	1	1	4	5	3	7	0	4	14	32	33	15
439	African Languages	32	31	17	15	17	6	38	37	18	10	9	10
443	Latin III	7	7	2	11	11	11	2	2	2	0	0	0
444	Latin IV	0	0	0	8	9	10	3	3	2	0	0	0
447	French III	7	8	4	10	12	13	11	8	9	22	16	7

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APPENDIX II -- Continued

	Central			Creston			Ottawa			Union		
	Feb.	June	Sept.	Feb.	June	Sept.	Feb.	June	Sept.	Feb.	June	Sept.
448 French IV	5	5	3	3	4	3	8	7	6	7	7	8
449 Russian	6	6	7	4	4	4	5	5	2	8	7	2
453 Spanish III	6	7	7	9	10	6	18	14	7	10	7	3
454 Spanish IV	0	0	1	2	2	2	8	7	7	0	0	0
457 German III	3	3	3	4	2	1	0	1	0	12	13	5
489 Physics	47	48	40	56	55	49	57	59	60	45	50	42
493 A.P. Biology	5	5	0	8	7	0	2	2	0	8	8	0
494 A.P. Chemistry	1	1	1	4	3	4	1	1	0	3	3	2
495 A.P. Physics	1	1	0	3	5	3	2	2	1	7	7	5
512 Steno-Typing	7	12	9	7	7	3	23	17	13	15	15	6
514 Business English	0	0	0	0	0	0	0	0	0	14	14	8
515 Business Law	0	0	0	25	12	4	9	4	4	16	9	2
519 Dist. Education	10	8	4	32	34	14	32	21	14	3	2	1
521 Dist. Education	5	6	10	25	28	19	14	16	15	8	8	6
525 Voc. Electronics	5	6	4	14	21	9	4	7	3	6	10	9
527 Voc. Machine Shop I	10	11	10	3	3	0	1	2	1	3	1	0
529 Welding	11	13	5	3	1	0	1	2	1	5	5	1
531 Graphic Arts I	12	10	7	13	16	7	5	5	5	3	6	4
533 Voc. Shoe Repair	4	5	2	1	1	0	1	1	2	5	5	6
535 Voc. Foods I	7	7	7	0	0	0	0	4	2	0	0	0
536 Voc. Foods II	1	0	0	6	10	4	1	0	1	3	2	3
538 Auto Mechanics I	48	14	15	21	21	12	38	11	12	27	32	14

APENDIX II -- Continued

	Central			Creston			Ottawa			Union		
	Feb.	June	Sept.	Feb.	June	Sept.	Feb.	June	Sept.	Feb.	June	Sept.
551 Aviation	5	7	6	15	16	8	6	6	4	6	8	5
566 Clothing	24	21	28	6	6	4	20	19	15	13	10	5
567 Consumer Education	9	8	8	3	7	0	2	0	1	1	1	0
568 Home Management	24			23			2			3		
583 Interior Design	24	9	16	34	35	11	19	17	12	6	6	5
584 Housing	2			2			1			1		
585 Family Health	4			3			4			5		
586 Boy's Home Economics	5	3	11	3	2	0	4	4	0	6	7	0

A STUDY OF THE PERCEPTIONS HELD BY HIGH SCHOOL STUDENTS OF THE ACADEMIC AND SOCIAL EFFECTS OF ATTENDING EDUCATIONAL PARK CLASSES HELD AT GRAND RAPIDS JUNIOR COLLEGE

1969-70 School Year

One of the original objectives of the Educational Park was to provide a means of articulation between the high schools and the junior college.

During the first year of operation the Educational Park staff defined five problems which might have some effect on the implementation of this objective. Three of these problems centered around the alleged differences in attitudes between high school juniors and seniors and junior college students.

Briefly, many people felt that high school students do not take their work as seriously as college students, and that to mix the two would have some detrimental effects on both groups.

To test this a series of opinionaires was prepared that was designed to determine if, in fact, such differences did exist, and to whom the differences might be detrimental. This report is the first of a series, and will reappear as a part of the total group of studies designed to probe the attitudes of high school students, junior college students, junior college staff, and base high school principals and teachers.

The working hypothis of this study is not being statistically tested. It is, in this instance, only a model for the

study. The prime interest in this study as well as others that follow is in the perceptions that different groups of individuals hold regarding what happens when high school students attend the Educational Park. It will make little sense to statistically accept or reject a hypothesis if the people involved are not receptive to the program.

PURPOSE OF THE STUDY

The Educational Park in Grand Rapids has a strong commitment to the joint use of facilities and talent with the Junior College. On page 53 of the initial grant request this excerpt can be found.

> The Grand Rapids Junior College staff could provide valuable council and help on special curricular problems as well as assisting with the advanced placement and independent study portion of the program.
> The Cultural-Educational Park could have the promise of being the greatest producer of staff talent and innovative educational effort in the history of the Grand Rapids schools and Western Michigan Schools. To the high school student, the Park could open curriculum doors previously denied him.

And the narrative goes on to detail how these ideals might become reality.

Some very obvious questions are: What happens to the high school student placed in junior college surroundings? Does the college atmosphere stimulate the high school student to work harder? Is he accpeted by the college students? What effect

does attendance in junior college surroundings have on his relationship with his peers at the base school? Are his social contact patterns altered when he leaves his base school?

This year, 1969-70, is the first time the Educational Park staff has had sufficient enrollment to provide a significantly sizeable group of responses. For this study we were fortunate to obtain responses from virtually all of the Educational Park students who are attending classes at Junior College facilities and in contact with Junior College students one or more hours per day.

This study acknowledges the many variables that are present in student motivation. The intent is not to investigate all or even many of these variables. The study is limited to the perception the student has concerning what happens to him as he attends some classes in junior college surroundings, how he perceives his acceptance in these surroundings, and what he believes happens to his relationships at his base high school.

As the Board of Education and staff view the development of the Educational Park in the years ahead, the findings of this study should be of major importance in decision making. However, this study should not stand alone as the final work in evaluation of student perceptions. It should be repeated and re-evaluated from time to time if for no other reason than to avoid the trap of complacency.

METHODOLOGY

After preparing the instrument, (Appendix I) each teacher having a class in any Junior College facility was given a supply of questionaires and asked to administer it to his or her class. No names were requested, and the responses were not limited to the students of the Grand Rapids Public High Schools.

The data were coded for storage on IBM cards. The program called only for responses by item for males, females and in total. If in the future further analysis is desired, the capability of running the same program by sex and base school is also possible. At this point such information seems to the evaluator to be of little consequence.

To assure that students were responding reliably, and not playing games, questions 1 and 6 were worded to evoke esentially the same responses. This they did within a range of 3% as the tabulations will show. See Appendix II.

A total of 394 students responded to the questionnaire, but not all responded to each item. This represents very close to a 100% response. In fact it is a response of 394 out of a possible 397, (99.2%).

CONCLUSIONS

The original thesis holds that bringing high school students into the Junior College facilities provides a motivation for better academic achievement.

No acceptable level of response was ever established, statistically or ideally, for acceptance or rejection of the hypothesis. As stated earlier in this narrative, the evaluators are interested in how the student feels about the kinds of forces that are at work on him or her in this kind of setting.

If one observes that more students rejected statement 1 than supported it by a ratio of 228 to 160, the hypothesis is certainly suspect. However, 160 students feel some degree of motivation by being in the Junior College surroundings. This group can not be sacrificed in the interest of statistically rejecting or supporting the hypothesis.

The conclusion seems to be obvious. There is a very important factor in motivation at work in the judgement of 41.2% of the respondents. It then follows, that it is incumbent on students, staff, board and administration to find more and better ways to harness and widen the field of motivation. If we have been able to touch 40+% of those attending the Educational Park at Junior College in a positive manner, we have begun to work from a position of some strength.

Leaving the base high school has other implications. It makes little difference how motivated one may be. If he is not welcomed or treated with some semblance of dignity and equality, the experience is not likely to be a happy one. The introduction of high school students to Junior College is not a totally new experience for Junior College students. This has been done in

in accelerated programs for a number of years. However, high school students in the numbers now attending classes at junior college is a new experience for both students and faculty at Junior College. The presence of high school students in already limited facilities could provoke some negative and observable reactions on the part of junior college students.

It seems that in the opinion of the high school students, very few overt reactions have been directed their way. This very probably says some fine things about both groups of students. It has the potential to open up some exciting educational experiences in the years ahead through shared skills and facilities. It also suggests that there are broad areas of planning that need the student voice added.

Finally, we are interested in determining what the student feels happens to his social contacts and his acceptance back at his base school. Apparently very little has happened to the social position of Educational Park students in their base high school. Anyone who has been a class sponsor, attended a high school dance, or simply been an interested observer of the high school social scene would come very close to agreeing with the percentages reflected in both items 9 and 10.

The base school as a provider of banks for the student's social stream does not have the importance it had before the days of rapid mobility. Like many other societal anchors, the schools are under assault. Students are widening their experiences.

The Educational Park does not appear to do violence to the society in which its students move.

APPENDIX I

HIGH SCHOOL STUDENT OPINIONNAIRE ON THE EFFECTS OF ATTENDING CLASSES WITH COLLEGE STUDENTS

You are now attending some of your classes in surroundings with college students. The Educational Park is anxious to test your reactions to this situation. We do not want to know your name. Only the following information is necessary.

Course_____ Age_____

Base High School_____ Grade_____

Sex_____

Please check the response that best describes your feelings.

1. Being with college students makes me conscious of trying to earn better grades in school.

A_____	Very
B_____	Somewhat
C_____	Slightly
D_____	Not at all

2. The college students treat me as an equal.

A_____	All of the time
B_____	Some of the time
C_____	Occasionally
D_____	Never

3. I feel welcomed in the halls and cafeteria.

A_____	All of the time
B_____	Some of the time
C_____	Occasionally
D_____	Never

4. I use the library at J.C. or the downtown library.

A_____	Often
B_____	Seldom
C_____	Whenever I feel like it
D_____	Never

5. I would like to have more free time to spend in the laboratories and special facilities at the college.

A_____	Every day
B_____	Most every day
C_____	Occasionally
D_____	Never

6. I believe that my grades will be improved by associating with college students.

A_____	Much
B_____	Somewhat
C_____	Slightly
D_____	None

7. I find that my associations at Junior College are interferring with my school work

A_____	Much
B_____	Somewhat
C_____	Slightly
D_____	None

8. My educational objectives have changed as a result of attending classes at Junior College

A_____	Much
B_____	Somewhat
C_____	Slightly
D_____	None

9. I prefer to return to my base high school for my friends and and social contacts.

A_____	Always
B_____	Usually
C_____	Sometimes
D_____	Never

10. Attending classes at the Junior College has changed the way I am accepted at my home high school.

A_____	Much
B_____	Somewhat
C_____	Little
D_____	None at all

APPENDIX II

TABULATION OF RESULTS

Item 1	Males	%	Females	%	Total	%
A	12	8.3	13	5.3	25	6.4
B	25	17.2	35	14.4	60	15.5
C	28	19.3	47	19.3	75	19.3
D	80	55.2	148	61.0	228	58.8
Totals	145	100.0	243	100.0	388	100.0
Item 2						
A	69	48.6	99	42.7	168	44.9
B	37	26.1	45	19.4	82	21.9
C	21	14.8	61	26.3	82	21.9
D	15	10.5	27	11.6	42	11.3
Totals	142	100.0	232	100.0	374	100.0
Item 3						
A	80	55.6	108	44.1	188	48.3
B	35	24.3	67	27.3	102	26.2
C	15	10.4	37	15.1	52	13.4
D	14	9.7	33	13.5	47	12.1
Totals	144	100.0	245	100.0	389	100.0
Item 4						
A	44	30.1	75	30.6	119	30.4
B	20	13.7	43	17.6	63	16.1
C	45	30.8	83	33.9	128	32.7
D	37	25.4	44	17.9	81	20.8
Totals	146	100.0	245	100.0	391	100.0
Item 5						
A	28	19.5	31	13.0	59	15.4
B	19	13.3	25	10.5	44	11.5
C	57	39.9	100	41.8	157	41.1
D	39	27.2	83	34.7	122	32.0
Totals	143	100.0	239	100.0	382	100.0
Item 6						
A	11	7.6	7	2.9	18	4.6
B	21	14.5	36	14.8	57	14.7
C	32	22.1	41	16.8	73	18.8
D	81	55.8	160	65.5	241	61.9
Totals	145	100.0	244	100.0	389	100.0

APPENDIX II -- Continued

Item 7	Males	%	Females	%	Total	%
A	5	3.4	6	2.5	11	2.8
B	13	9.0	5	2.1	18	4.6
C	25	17.2	15	6.2	40	10.3
D	102	70.4	217	89.2	319	82.3
Totals	145	100.0	243	100.0	388	100.0
Item 8						
A	14	9.7	16	6.5	30	7.7
B	20	13.9	36	14.7	56	14.4
C	36	25.0	45	18.4	81	20.8
D	74	51.4	148	60.4	222	57.1
Totals	144	100.0	245	100.0	389	100.0
Item 9						
A	39	27.5	61	25.3	100	26.1
B	24	16.9	44	18.3	68	17.8
C	59	41.5	89	36.9	148	38.6
D	20	14.1	47	19.5	67	17.5
Totals	142	100.0	241	100.0	383	100.0
Item 10						
A	8	5.6	7	219	15	3.9
B	27	18.8	33	13.5	60	15.5
C	29	20.1	46	18.9	75	19.3
D	80	55.5	158	64.7	238	61.3
Totals	144	100.0	244	100.0	388	100.0

A STUDY OF THE PERCEPTIONS OF PARENTS ON THE SOCIAL AND ACADEMIC EFFECTS OF ATTENDING EDUCATIONAL PARK CLASSES

1969-70 School Year

To test the community perceptions of the Educational Park in Grand Rapids, a series of studies was initiated.

Previously, data have been collected on student's perceptions of the effects on their academic and social lives by attending Educational Park classes held at Junior College, the perceptions of faculty on the effects of students leaving the base high schools, the actual effects on participation in co-curricular activities when students attend the Educational Park, and the opinions of parents whose children were enrolled in the Educational Park.

This study is a reporting of the perceptions held by parents of the effects on their students of attendance at Educational Park. This study goes somewhat beyond the others in that it solicited reactions to the Educational Park both as an idea and its operation.

The instrument consisted of two parts. The first part consisting of five items covering the academic, social, and co-curricular performance of their students, and the second part an open-ended questionnaire for parents to react to strengths, objections and suggestions for improvement of the Educational Park. (See Appendix I).

The reliability of the open-ended section was really no more or no less than the reliability of response to the first five items. Considering the method of selection of parents to receive the questionnaire, there was very little bias in the results. One could not be certain that the socio-economic spread was completely compatible with the total population being surveyed, neither could a proportional race return be assured. These variables were not present in the first place. The selection was as random as it could be made from a well defined population.

There is always the possibility of defects in the sampling procedure. However, every attempt was made to assure a non-biased selection of the parents having students in the Educational Park. The greatest caution that should be observed in reading this report is that many things can change an individuals opinion. In this case, a poor grade, a missed bus, an unhappy experience with a teacher, may alter the opinion expressed at the time of filling out the questionnaire. Further, opinions are held with varying degrees of intensity, and this cannot be measured or reflected in a checked response.

The degree of conviction may be more clearly revealed in the section dealing with the responses written by the parents. However, here again there is no measure of when a respondent might change his mind.

METHODOLOGY

Because of the limitations of time and the complexity of trying to survey such a large and wide spread group, a sampling technique was employed. It was pre-determined that a 10% sample would be sufficient.

Twenty percent (20%) of the families having students enrolled were selected by the use of the Rand Table of random numbers. These families were selected in the same ratio as the total in the Educational Park from each school bore to the total enrollment from the public schools. Since complete anonymity was assured each participant, no means of identifying returns other than by attendance area was built into the questionnaire. Follow up was impossible without a complete remailing. A 50% return was necessary to get the 10% sample. This was achieved.

After compilation of results the Chi Square Test was used on the first five items. The results were statistically supported at the 99% level. Applying this degree of support to the total population of parents, indicated that city-wide opinion of the Educational Park both as a concept, and an operating entity of the Grand Rapids Public Schools would be supportive from 95 to 97% of the time.

APPENDIX I

PARENT EVALUATION OF EDUCATIONAL PARK

1. How do you believe attendance at the Educational Park has affected the student's grades?

A	14	They have improved greatly	15.2%
B	27	They have improved somewhat	29.3%
C	47	There has been no change	51.1%
D	4	The grades are lower than before	4.4%

2. How do you believe your student's participation in extra curricular activities has been affected by attendance at the Educational Park:

A	16	There is more participation	17.6%
B	24	There is less participation	26.4%
C	51	There is no change	56.0%

3. How do you believe participation in the social life of the home school has been affected?

A	9	There is greater participation	10.5%
B	24	There is less participation	27.9%
C	37	There is no change	43.0%
D	16	Student goes to more social events with students from other high schools	18.6%

4. How do you rate the quality of instruction your student is receiving in the Educational Park?

A	20	Superior	21.4%
B	59	Good	63.4%
C	7	Average	7.6%
D	7	Below Average	7.6%

5. How do you think your son or daughter rates the quality of Educational Park teaching?

A	26	Superior	27.9%
B	51	Good	54.8%
C	10	Average	10.8%
D	6	Below Average	6.5%

6. Are there any courses not now offered in the Educational Park that you believe should be offered?

18	Yes	25.4%
53	No	74.6%

Item 7 - If you answered "yes" to question 6 please indicate either the course or subject area you would like to see added.

It is apparent that some who responded to this item were unaware of the subjects offered in the Educational Park. All responses, however, will be recorded as they appeared. The number opposite the response indicates the number of times it appeared.

Photography 2
Physical Education
Mythology
Advanced Art (in all art forms)
Second Semester of Business Law
Advanced Tailoring
Real Estate, Insurance Stocks & Bonds
Oceanography
Preparation for College Specific Sciences
Sociology*
English Program (like Ottawa)
Sex Education
Vocational Programs*
Psychology (for juniors & seniors)
Black Literature
Astronomy
World Religions & Ethics
Music Theory
Greater Variety

* courses are already offered

SECOND PART OF QUESTIONNAIRE

The open-ended portion of the questionnaire will be reported only as the number of instances a statement or item appeared. In some instances responses were grouped into

categories when this could be done without destroying the obvious intended impact of the statement.

Percentages were not determined in any instance, for many people made multiple responses while others either said "none" or simply made no response. Any approach other than to factually report the number of times an item occured would be something less than honest.

Item 8 - If you have any objections to the Educational Park or any of its operations, please indicate what they are.

None	20
No Response	26
Some combination of bussing and the use of time	22
Removal of student from base high school	3
A diminished school spirit	3

The following items appeared only once and are printed exactly as they appeared.

"Advanced placement courses should not be the same hour."
"Bus driver drives too fast."
"Poor transportation schedule."
"Association with Junior College students who use 'vile language'."
"Smoking on bus."
"Discipline on bus."
"More time to catch bus."
"Students and teachers lack communication."
"Lack of qualified teachers caused serious over-crowding in some classes."
"Place to put coats, books - A lunch hour."
"Racial mixing."
"Instructors start with the assumption the student is far advanced."

"Offer more money to assure a continuous supply of competent teachers."
"Lack of computer equipment."
"White teacher teaching Black History."
"Separate it from Junior College."
"Students were notified too late."
"Feel physics teachers take a 'no care' attitude. Not demanding enough and trust students too much."
"Should have better counseling at the base high school on available courses."

Item 9 - What do you feel are the strong points of the Educational Park as it is presently operated?

None	3
No Response	8
Better course selection	45
Social Aspects	33
Independence	20
Superior instruction	18
Unique approach to learning	8
Cross cultural experiences	6
Vocational opportunities and technical knowledge	4
Cost savings	3
More individual help, student-teacher relationships	2
Transportation and safety	1

Comments

From Union: "Kids must stand individually on their own merit, not group reputation." "My son is very enthused by the Educational Park. He will graduate but hopes it goes on." "An inspiring change of atmosphere probably not available at individual schools."

From Central: "A very realistic experience." "Where else can you find all the essentials for a complete course." "Advanced placement physics and chemistry."

From Creston: "Eliminated hostilities created by artificial barriers placed between students of different schools by dispelling extremes of school spirit."

From Ottawa: "More individual help given than at home school."

Item 10 - If you have any suggestions for improvement of the Educational Park operation, would you share them with us?

No suggestions	15
No response	34
Continue the program	5
Separate facilities for the Educational Park	4
More rigid discipline and supervision	4
An Educational Park open house	2
Discontinue it	2
Better language facilities and more cooperation on the part of the Junior College officials	2
Improve scheduling	2
Improve bus scheduling	2
More vocational courses	2
Better articulation of programs between Park and base school	2
Limit enrollments to highly interested students only	2

The following items appeared only once and are printed exactly as they appeared.

"Continue the experiment both with curriculum and teaching methods."
"Better communications with bulletins or bulletin boards and announcements of news pertinent to the base schools."
"Just keep up the good work."
"Students should feel more welcome at Central."
"Base school counseling needs strengthening regarding Educational Park."
"Pick teachers on some basis other than tenure."
"I hope the Park will continue. It is well worth it. My child has really enjoyed school more due to Park courses."

"Limit class size to 15."
"Open a new South High."
"Develop some form of flexible or modular scheduling."
"Eliminate the marking system."
"The Educational Park is the best thing that has happened to the Grand Rapids School System."
"Please continue the program."
"Use all schools as the Educational Park and leave classes where a majority of the enrollments are."
"More along the Davis Tech lines."
"Name is misleading."

CONCLUSIONS

Parents having students taking Educational Park courses are obviously favorably impressed with the program. The conclusions to be drawn from this phase of the evaluation are so obvious it would be redundant to recite them again.

It is more important that these results be evaluated as a part of the whole, and they will be so treated.

For this report is is sufficient to point out the fact that at this time strong support for the Educational Park is present among 95% to 97% of the parents having children enrolled in Educational Park courses.

A STUDY OF THE PERCEPTIONS HELD BY TEACHERS, PRINCIPALS, AND COUNSELORS ON THE ACADEMIC AND SOCIAL EFFECTS OF HIGH SCHOOL STUDENTS ATTENDING EDUCATIONAL PARK

1969-70 School Year

This study is the second of a series designed to determine the perceived effect of the Educational Park on student attitudes and school climate. In order to obtain a broad view, all teachers, counselors, principals and assistant principals of the four public high schools were asked to respond to a 10 item questionnaire dealing with questions relating to academic performance, co-curricular involvement and social participation at the base school.

This report will deal only with a factual reporting of the responses. The conclusions drawn from the study will be very general conclusions. A more detailed treatment will be given when this study is made a part of the total series of studies.

As the Educational Park evolves in Grand Rapids, it is incumbent on all concerned with its development to be alert to all possible facets of the program. The educational process is a person to person process. The beliefs and sentiments of the faculties are of prime importance. They and their schools are as much consumers of the services of the Educational Park as students and parents. A determination of the effects of the Educa-

tional Park as seen by the faculties is a high priority item in a total evaluation of the program.

METHODOLOGY

After preparation of the instrument, distribution was made to the schools at a secondary principal's meeting. The timing and distribution was left to the convenience of each school.

No specific efforts were made to get a 100% response. In fact, it was recognized that some teachers who had no knowledge or contact with Educational Park students would not respond. Some wrote on their questionnaire that they had no contact. These were deleted from the returns.

The results were punched into IBM cards for storage of information. Tabulation and analysis of information was done by computer. The results follow.

CONCLUSIONS

A close analysis of the first four items of the questionnaire shows opinion of all teachers nearly evenly divided on the question of interest in and participation in the co-curricular activities of the base school. The most significant conclusion would be that there is need for much further and deeper study of the entire field of membership in student volunteer organizations.

The effect on the social climate of the base high school

is an important area of concern. It was opinion of half of the respondents that the social structure of the base high schools had been weakened. This does not fit the opinion of Educational Park students. Much more research that goes beyond opinion research is necessary. It does not appear to be such a critical area as to become disruptive. It does, however, go to the heart of the educative process, and is therefore important.

Academic achievement, another dimension of student talent, was affected bery little by attendance at the Educational Park either for Educational Park students of for those who remained at the base high school. The differences of opinion held by the various faculties of the city high schools afforded no comfort to anyone seeking specific conclusions. It may have reflected personal bias of those answering the question. It may, in fact, have meant that such differences do exist from one high school to another. Such a study will be made after the close of school in June, 1970.

In summary, it seems reasonable to conclude that in the opinion of the professional staff, the Educational Park has had very little effect on the social, academic, and activity life of the students of the four public high schools.

APPENDIX I

TEACHER - PRINCIPAL QUESTIONNAIRE ON STUDENT IDENTIFICATION WITH THE BASE HIGH SCHOOL AFTER ATTENDING THE EDUCATIONAL PARK

In addition to checking the degree of participation in base school activities and comparing it to the former level of participation of the individual student, we are anxious to get your reaction to what is happening to the co-curricular activity participation of both Educational Park students and those not taking Educational Park courses.

Please check the appropriate response or the one that most nearly describes your reactions. Please do not sign your name.

Teacher_____ Counselor_____ Principal or Asst. Principal_____

1. Students taking classes at the Educational Park seem to have a diminished interest in their home high school.

   A_____ Very much
   B_____ Somewhat
   C_____ Little
   D_____ None
   E_____ No opinion

2. From my point of view, the Educational Park student is

   A_____ much more reluctant to take on extra activities.
   B_____ somewhat more reluctant to take on extra activities.
   C_____ somewhat willing to take on extra activities.
   D_____ very willing to take on extra activities.
   E_____ no change in attitude

3. To be answered only by teachers who direct activities involving student participation.
   Clubs and activities I direct are

   A_____ larger than usual this year.
   B_____ slightly larger than usual this year.
   C_____ somewhat smaller than usual this year.
   D_____ much smaller than usual this year.
   E_____ no change this year.

4. Do you, of your own knowledge, know of any student who was unable to participate in a base school activity because of attending the Educational Park?

_____Yes _____No
If your answer is yes, please name the activity_____
_____

5. Do you feel that the absence of Educational Park students from the base school for a part of the day influences the attitudes of other students toward the base school (either positively or negatively)?

A_____ Very much
B_____ Somewhat
C_____ Very little
D_____ None at all
E_____ No opportunity to observe

6. From your contacts with Educational Park students, how do you believe that the social contacts made at Junior College influence these students?

A_____ Very desirable
B_____ Somewhat desirable
C_____ Undesirable
D_____ Has no effect
E_____ No opportunity to observe

7. From your contacts with Educational Park students, how do you believe their academic performance in the base high school courses has been affected?

A_____ Very much improved
B_____ Somewhat improved
C_____ Somewhat Impaired.
D_____ No effect one way or the other
E_____ I have no contact with Educational Park students.

8. There is a chance that the nature of the Educational Park courses tends to attract more academically oriented students. What effect do you perceive this has had on the students who remain at the base high school?

A_____ It has tended to raise the academic level.
B_____ It has tended to lower the academic level.

C_____ It has had no effect.
D_____ I have had no opportunity to observe.

9. Assuming the lead statement in question 8 to be true, how do you percieve the participation of the remaining students in extra curricular activities?

A_____ They have increased their participation.
B_____ They have decreased their participation.
C_____ There has been no effect.
D_____ I have had no opportunity to observe.

10. Removing some students from the base high school for a part of the day is a new experience for Grand Rapids young people. As you have observed the social scene in your high school, what effect do you feel this has had on the social climate of your school?

A_____ It has weakened the social structure.
B_____ It has strengthened the social structure.
C_____ It has had no effect on the social structure.
D_____ I have had no opportunity to observe.

APPENDIX II

FREQUENCY OF RESPONSES BY SCHOOL TO TEACHER-PRINCIPAL QUESTIONNAIRE

	Central		Creston		Ottawa		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Students taking classes at the Educational Park seem to have a diminished interest in their home high school.										
A. Very Much	4	6.0	13	30.2	4	7.3	1	1.9	22	10.1
B. Somewhat	16	23.9	15	34.9	19	34.5	12	22.6	62	28.4
C. Little	11	16.4	8	18.6	15	27.3	15	28.4	49	22.5
D. None	21	31.3	1	2.4	7	12.7	13	24.5	42	19.3
E. No Opinion	15	22.4	6	13.9	10	18.2	12	22.6	43	19.7
2. From my point of view, the Educational Park student is										
A. Much more reluctant to take on extra activities	6	9.8	11	25.6	7	13.5	4	8.2	28	13.7
B. Somewhat more reluctant to take on extra activities	20	32.8	16	37.2	20	36.4	19	38.8	75	36.6
C. Somewhat willing to take on extra activities	8	13.1	3	7.0	8	14.5	8	16.3	27	13.2
D. Very willing to take on extra activities	1	1.7	3	7.0	3	8.6	2	4.1	9	4.4
E. No change in attitude	26	42.6	10	23.2	14	27.0	16	32.6	66	32.1

APPENDIX II -- Continued

	Central		Creston		Ottawa		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
3. To be answered only by teachers who direct activities involving student participation.										
A. Larger than usual this year	0	0.0	3	12.5	0	0.0	1	5.6	4	3.9
B. Slightly larger than usual this year	7	20.0	2	8.3	6	23.0	0	0.0	15	14.6
C. Somewhat smaller than usual this year	13	37.1	5	20.8	8	30.8	7	38.9	33	32.0
D. Much smaller than usual this year	7	20.0	9	37.6	8	30.8	4	22.2	28	27.2
E. No change this year	8	22.9	5	20.8	4	15.4	6	33.3	23	33.3
4. Do you, of your own knowledge, know of any student who was unable to participate in a base school activity because of attending the Educational Park?										
Yes	11	18.1	13	29.5	23	46.9	16	31.4	63	30.7
No	50	81.9	31	70.5	26	53.1	35	68.6	142	69.3
5. Do you feel that the absence of Educational Park students from the base school for a										

APPENDIX II -- Continued

	Central		Creston		Ottawa		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
part of the day influences the attitudes of other students toward the base school (either positively or negatively?)										
A. Very Much	1	1.5	7	16.3	3	5.6	1	1.9	12	5.7
B. Somewhat	19	27.5	16	37.2	13	24.1	9	17.0	47	22.5
C. Very Little	14	20.3	11	25.6	17	31.5	19	35.8	61	29.2
D. None At All	12	17.4	5	11.6	7	12.9	18	34.0	42	20.1
E. No Opportunity To Observe	23	33.3	4	9.3	14	25.9	6	11.3	47	22.5
6. From your contacts with Educational Park students, how do you believe that the social contacts made at Junior College influence these students?										
A. Very Desirable	1	1.5	6	14.0	3	5.6	4	7.6	14	6.4
B. Somewhat Desirable	18	26.1	13	30.2	11	20.4	16	30.2	58	26.5
C. Undesirable	14	20.3	5	11.6	2	3.6	5	9.4	26	11.9
D. Has No Effect	11	15.9	8	18.6	11	20.4	10	18.8	40	18.3
E. No Opportunity to Observe	25	36.2	11	25.6	27	50.0	18	34.0	81	36.9
7. From your contacts with Educational Park students, how do you believe their academic										

APPENDIX II -- Continued

	Central		Creston		Ottawa		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
performance in the base high school courses has been affected:										
A. Very much improved	1	1.5	0	0.0	2	3.9	0	0.0	3	1.4
B. Somewhat improved	10	14.5	5	11.9	11	21.6	6	11.3	32	14.9
C. Somewhat impaired	10	14.5	12	28.5	9	17.6	9	17.0	40	18.5
D. No effect one way or the other	39	56.5	23	54.8	24	47.1	32	60.4	118	54.9
E. I have no contact with Educational Part students	9	13.0	2	4.8	5	9.8	6	11.3	22	10.2
8. There is a chance that the nature of the Educational Park courses tends to attract more academically oriented students. What effect do you perceive this has had on the students who remain at the base high school?										
A. It has tended to raise the academic level	2	3.0	5	11.6	2	3.6	1	1.9	10	4.6
B. It has tended to lower the academic level	12	17.9	12	27.9	13	23.8	8	15.1	45	20.6
C. It has had no effect	26	38.8	18	41.9	20	363.	28	52.8	92	42.2
D. I have had no opportunity to observe	27	40.3	8	18.6	20	36.3	16	30.2	71	32.6

APPENDIX II -- Continued

	Central		Creston		Ottawa		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
9. Assuming the lead statement in question 8 to be true, how do you perceive the participation of the remaining students in extra curricular activities?										
A. They have increased their participation	3	4.8	2	5.1	1	2.0	1	1.9	7	3.4
B. They have decreased their participation	9	14.6	12	30.8	11	21.6	4	7.8	36	17.7
C. There has been no effect	25	40.3	17	43.6	24	47.1	30	58.8	96	47.3
D. I have had no opportunity to observe	25	40.3	8	20.5	15	29.3	16	31.5	64	31.6
10. Removing some students from the base high school for part of the day is a new experience for Grand Rapids young people. As you have observed the social scene in your high school, what effect do you feel this has had on the social climate of your school?										
A. It has weakened the social structure	40	62.5	27	62.8	28	50.9	14	26.4	109	50.7

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APPENDIX II -- Continued

	Central		Creston		Ottawa		Union		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
B. It has strengthened the social structure	7	10.9	2	4.7	4	7.3	3	5.7	16	7.4
C. It has had no effect on the social structure	5	7.8	9	20.9	15	27.2	23	43.4	52	24.2
D. I have had no opportunity to observe	12	18.8	5	11.6	8	14.6	13	24.5	38	17.7
Teachers	64		38		48		43		193	
Counselors	4		2		4		5		15	
Principals	1		3		2		5		11	
Total	69		43		54		53		219	

A STUDY OF THE EFFECTS OF ATTENDING THE EDUCATIONAL PARK ON PARTICIPATION IN CO-CURRICULAR ACTIVITIES OF THE BASE HIGH SCHOOLS IN GRAND RAPIDS

The Educational Park staff was anxious to hear from the students attending the Educational Park just how their participation in co-curricular activities at the base school was affected by leaving the base school. Previously concerns had been expressed that the factors of time and transfer of interest would have a negative effect on participation at the base high school.

The most direct method of determining the effect was to administer a simple questionnaire in Educational Park classes. This was done at the end of the first semester for those students who would not be taking second semester classes, and again at the end of the second semester for others. Not all teachers administered the questionnaire, but a sufficient sample was acquired to provide a valid and reliable assessment of the problem.

The instrument[1] for data gathering was constructed very simply. A list of 27 activities plus an "other" category occupies the left side of the page with blanks opposite each item to respond either to "before attending Educational Park I participated in -;" or "after attending Educational Park I participated in -;" or "if it were not for the Educational Park I would

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[1] See Appendix I

participate in -." The student could check all appropriate responses. Under the "other" category students were requested to write in those activities that were peculiar to their own school. However, there were so few responses covering such a wide variety of events that it was impractical to cover each one individually. Therefore, they have been compressed into the single "other" category. They covered such things as Honor Society, Latin Club, other foreign language clubs, clubs associated with other subject matter areas, student council and some were checked without names.

To put meaning into the returns it was necessary to establish some point or points beyond which it was felt to be harmful to the co-curricular programs of the base high schools. After considerable Educational Park staff discussion there was concensus that if any more than 5% of the students enrolling in Educational Park were adversely affected in their choice of either curricular or co-curricular activities of the base school, the impact would be unacceptable. In the case of pep activities and assemblies the 30% level of acceptability was decided upon because not all high schools scheduled such events uniformly and the Park could not adjust their schedule to compensate. Further, each high school had the option of keeping their students for such events if, in their judgement, attendance at the event was that important.

It should be noted that the 5% and 30% levels apply only to responses three and five.

A further assumption was made that if a student did not check an activity he was not interested in participation in such an activity.

For purposes of tabulation and analysis the following code was used.

Response #1 - The student participated before coming to the Educational Park.

Response #2 - The student participated after coming to the Educational Park.

Response #3 - The student could not participate because of coming to the Educational Park.

Response #4 - The student participated both before and after coming to the Educational Park.

Response #5 - The student participated before coming to the Educational Park, but because of the Park was no longer able to participate.

The returns will be discussed under the response number headings.

RESPONSE #1

Before attending Educational Park I participated in:_____

MALES_____ FEMALES_____ TOTAL_____

SUBJECT	MALES	%	FEMALES	%	TOTAL	%
BAND	9	1.8	7	1.4	16	3.3
ORCHESTRA	5	1.0	1	.2	6	1.2
GLEE CLUB			7	1.4	7	1.4
CHOIR	2	.4	14	2.8	16	3.3
MADRIGALS			7	1.4	7	1.4
CLASS PLAYS	5	1.0	9	1.8	14	2.8
CLASS OFFICE	8	1.6	4	.8	12	2.4
FOOTBALL	12	2.4			12	2.4
BASEBALL	5	1.0			5	1.0
BASKETBALL	9	1.8			9	1.8
TRACK	8	1.6			8	1.6
TENNIS	2	.4	1	.2	3	.6
GOLF	3	.6			3	.6
SWIMMING	6	1.2	2	.4	8	1.6
WRESTLING	5	1.0			5	1.0
CHEERLEADING			7	1.4	7	1.4
ATTEND PROMS	7	1.4	12	2.4	19	3.9
SERVE ON PROM COMMITTEES	6	1.2	10	2.1	16	3.3
MUSICAL PRODUCTIONS	4	.8	8	1.6	12	2.4
CONCERTS	11	2.2	10	2.1	21	4.3
ATTEND OR TAKE PART IN ASSEMBLIES	15	3.0	24	4.9	39	7.9
PEP ACTIVITIES	13	2.6	17	3.4	30	6.1
ATTEND ATHLETIC CONTESTS	14	2.8	13	2.6	27	5.5
ATTEND SCHOOL DANCES AND PARTIES	10	2.1	17	3.4	27	5.5
NEWS STAFF	1	.2	3	.6	4	.8
ANNUAL STAFF	2	.4	3	.6	5	1.0
DEBATE	1	.2			1	.2
OTHER	4	.8	6	1.2	10	2.1

RESPONSE #2

After attending Educational Park I participated in:_____

MALES 209 FEMALES 284 TOTAL 493

SUBJECT	MALES	%	FEMALES	%	TOTAL	%
BAND	3	.6	1	.2	4	.8
ORCHESTRA						
GLEE CLUB						
CHOIR	3	.6	4	.8	7	1.4
MADRIGALS	1	.2	1	.2	2	.4
CLASS PLAYS	8	1.6	12		20	4.1
CLASS OFFICE	3	.6	6	1.2	9	1.8
FOOTBALL	2	.4			2	.4
BASEBALL	2	.4			2	.4
BASKETBALL						
TRACK	1	.2			1	.2
TENNIS	3	.6			3	.6
GOLF						
SWIMMING						
WRESTLING	2	.4			2	.4
CHEERLEADING	2	.4	4	.8	6	1.2
SERVE ON PROM COMMITTEES	2	.4	12	2.4	14	2.8
ATTEND PROMS	13	2.6	13	2.6	26	5.3
MUSICAL PRODUCTIONS	3	.6	9	1.8	12	2.4
CONCERTS	3	.6			3	.6
ATTEND OR TAKE PART IN ASSEMBLIES	3	.6	8	1.6	11	2.2
PEP ACTIVITIES	3	.6	7	1.4	10	2.1
ATTEND ATHLETIC CONTESTS	4	.8			4	.8
ATTEND SCHOOL DANCES AND PARTIES	8	1.6	7	1.4	15	3.1
NEWS STAFF	2	.4	7	1.4	9	1.8
ANNUAL STAFF	2	.4	2	.4	4	.8
DEBATE	3	.6	1	.2	4	.8
OTHER	5	1.0	3	.6	8	1.6

RESPONSE #3

If it were not for attending Educational Park I would participate in:_____

MALES 209 FEMALES 284 TOTAL 493

SUBJECT	MALES	%	FEMALES	%	TOTAL	%
BAND	1	.2	1	.2	2	.4
ORCHESTRA						
GLEE CLUB			4	.8	4	.8
CHOIR			9	1.8	9	1.8
MADRIGALS	3	.6	3	.6	6	1.2
CLASS PLAYS	6	1.2	4	.8	10	2.1
CLASS OFFICE	4	.8	2	.4	6	1.2
FOOTBALL	2	.4			2	.4
BASEBALL						
BASKETBALL						
TRACK						
TENNIS	1	.2			1	.2
GOLF	1	.2			1	.2
SWIMMING	1	.2			1	.2
WRESTLING	3	.6			3	.6
CHEERLEADING			1	.2	1	.2
SERVE ON PROM COMMITTEES	2	.4	6	1.2	8	1.6
ATTEND PROMS	2	.4	2	.4	8	.8
MUSICAL PRODUCTIONS			6	1.2	6	1.2
CONCERTS			3	.6	3	.6
ATTEND OR TAKE PART IN ASSEMBLIES	18	3.7	20	4.1	38	7.7
PEP ACTIVITIES	9	1.8	10	2.1	19	3.9
ATTEND ATHLETIC CONTESTS	1	.2	2	.4	3	.6
ATTEND SCHOOL DANCES AND PARTIES			2	.4	2	.4
NEWS STAFF	2	.4	7	1.4	9	1.8
ANNUAL STAFF	2	.4	3	.6	5	1.0
DEBATE	3	.6	2	.4	5	1.0
OTHER	1	.2	3	.6	4	.8

RESPONSE #4

The student participated both before and after coming to Educational Park: _____

MALES 209 FEMALES 284 TOTAL 493

SUBJECT	MALES	%	FEMALES	%	TOTAL	%
BAND	7	1.4	4	.8	11	2.2
ORCHESTRA	4	.8	3	.6	7	1.4
GLEE CLUB			3	.6	3	.6
CHOIR	3	.6	7	1.4	10	2.1
MADRIGALS			5	1.0	5	1.0
CLASS PLAYS	10	2.1	14	2.8	24	4.9
CLASS OFFICE	7	1.4	5	1.0	12	2.4
FOOTBALL	16	3.2			16	3.2
BASEBALL	8	1.6			8	1.6
BASKETBALL	10	2.1			10	2.1
TRACK	11	2.2			11	2.2
TENNIS	4	.8			4	.8
GOLF	4	.8			4	.8
SWIMMING	8	1.6	7	1.4	15	3.0
WRESTLING	6	1.2			6	1.2
CHEERLEADING	1	.2	9	1.8	10	2.1
SERVE ON PROM COMMITTEES	6	1.2	7	1.4	13	2.6
ATTEND PROMS	24	4.9	18	3.7	42	8.5
MUSICAL PRODUCTIONS	11	2.2	20	4.1	31	6.3
CONCERTS	16	3.2	17	3.4	33	6.7
ATTEND OR TAKE PART IN ASSEMBLIES	24	4.9	44	8.9	68	13.8
PEP ACTIVITIES	23	4.7	35	7.1	58	11.8
ATTEND ATHLETIC CONTESTS	45	9.1	55	11.2	100	20.3
ATTEND SCHOOL DANCES AND PARTIES	42	8.5	65	13.2	107	21.7
NEWS STAFF	1	.2	3	.6	4	.8
ANNUAL STAFF	1	.2	10	2.1	11	2.3
DEBATE	4	.8	2	.4	6	1.2
OTHER	28	5.7	24	4.9	52	10.5

RESPONSE #5

Student participated before coming to Educational Park, but because of coming to Educational Park was no longer able to participate: _____

MALES 209 FEMALES 284 TOTAL 493

SUBJECT	MALES	%	FEMALES	%	TOTAL	%
BAND	3	.6	1	.2	4	.8
ORCHESTRA	1	.2			1	.2
GLEE CLUB	1	.2	4	.8	5	1.0
CHOIR	2	.4	8	1.6	10	2.1
MADRIGALS	1	.2	1	.2	2	.4
CLASS PLAYS			3	.6	3	.6
CLASS OFFICE	2	.4	5	1.0	7	1.4
FOOTBALL	1	.2			1	.2
BASEBALL	1	.2			1	.2
BASKETBALL						
TRACK	1	.2			1	.2
TENNIS						
GOLF						
SWIMMING						
WRESTLING	1	.2			1	.2
CHEERLEADING			1	.2	1	.2
SERVE ON PROM COMMITTEES	4	.8	3	.6	7	1.4
ATTEND PROMS	1	.2	2	.4	3	.6
MUSICAL PRODUCTIONS	5	1.0	4	.8	9	1.8
CONCERTS	7	1.4	9	1.8	16	3.3
ATTEND OR TAKE PART IN ASSEMBLIES	31	6.3	57	11.5	88	17.8
PEP ACTIVITIES	18	3.7	37	7.5	55	11.2
ATTEND ATHLETIC CONTESTS	6	1.2	7	1.4	13	2.6
ATTEND SCHOOL DANCES AND PARTIES	6	1.2	10	2.1	16	3.3
NEWS STAFF						
ANNUAL STAFF			2	.4	2	.4
DEBATE	2	.4	1	.2	3	.6
OTHER	11	2.2	8	1.6	19	3.9

CONCLUSIONS

While it is true that there are instances of conflicts that affect student participation in extra curricular activities while attending Educational Park, the impact is negligable in the eyes of the students. Aside from the "assembly" type of activity it is entirely possible that there is very little difference in schedule problems whether or not one comes to the Educational Park.

There are other factors affecting base school participation of high school students. This survey again points up the need to do a thorough study of the co-curricular structure of Grand Rapids Public Schools. The Educational Park does not appear to be a deterrent to participation. If there are membership and participation problems, the search for reasons appears to point in other directions than the Educational Park.

CONCLUSION

The future of the Educational Park is uncertain and should remain that way. The format may not change materially, but the content should be a constantly changing one. The Park should remain the testing ground for new programs. There is certainly nothing inflexible about a course being taught in the Park. If it can be done better at the base schools with greater savings in both time and money, then it should be taught at the base school. There are curriculum areas that the Educational Park has only begun to explore. The whole fine arts area is a wide open field for use of community resources. It is reasonable to consider artist in residence programs, for instance. Imagination and initiative would be the limiting factors.

At sometime in the future, the Educational Park should probably have its own facilities. However, the present cooperative use of community facilities will most certainly have an impact on building planning. Whatever does finally emerge will almost of a certainty be of a highly flexible nature.

It should be pointed out that the Educational Park is not a place. It is dedicated teachers and highly motivated students making things happen. The Educational Park teaching staff is a superior, highly specialized teaching staff. The students who come to the Educational Park come because they want to come, knowing that they have to make a sacrifice in time to get there.

Neither is there any such thing as THE Educational Park. Any such endeavor in any community should be preceded by the same kind of extensive, long-term planning that preceded the Educational Park in Grand Rapids. Whatever form and substance such an educational endeavor takes in any community should be the reflection of that community's needs, and goals. In searching for better ways to do the job, the Educational Park concept demands attention. In many situations involving urban education it may hold great promise.

The Educational Park approach is also applicable to smaller school districts. There are certainly curriculum areas that fit one or more of the criteria previously mentioned that are troublesome to smaller districts. Cooperative efforts by groups of districts whose geographical location make such an approach feasible will open up new and broader educational experiences for young people.